# Promoting Equality & Tackling Racism
## Guidance for West Sussex schools

west
sussex
county
council

# Index

# A note about the terminology used in this document

In writing this guidance, consideration was given to the most appropriate language to use when describing pupils, staff and families from minority ethnic backgrounds. Having consulted with the West Sussex Youth Cabinet, members of the West Sussex BAME Staff Group and the Education & Skills Diversity & Inclusion Working Group, it was agreed to adopt the term **"people from minority ethnic backgrounds"** throughout this document.

Despite this, there is an awareness that no single term or terms are universally endorsed across society at this moment in time. The terms **Black and Minority Ethnic (BME)** and **Black, Asian and Minority Ethnic (BAME)**, for example, have been widely used in the UK in recent years, however there is considerable reluctance to continue using those acronyms - partly because they risk mistakenly discussing individuals from a wide range of backgrounds as one homogenous group. In its shortened form, BAME is sometimes pronounced "bame" which can further reinforce that misconception by obscuring the separate terms that it combines. Furthermore, one member of the West Sussex Youth Cabinet felt the term is "too clinical".

As an alternative, many people prefer to use terms such as "**people of colour**" when discussing racism. However, for the purposes of this guidance and within the context of West Sussex schools, it was felt that this term may exclude people from other minority ethnic backgrounds who are white, including the significant number of pupils in West Sussex schools who are from non-British European backgrounds or from Traveller heritages.

We recognise that the language used in this document will not be the preferred choice for everyone who uses the guidance. However, it was our intention to use the most appropriate term within our current context and we will continue to review our use of language, in consultation with a range of West Sussex residents, as we further develop this work in the future.

# Acknowledgments

## For West Sussex County Council:

Alison Hannant, Safeguarding in Education

Dan Sanders, Community Safety & Wellbeing

Olly Davidson, Ethnic Minority & Traveller Achievement Service

Rachel McDonald Taylor, SEND & Inclusion Advisor

Teresa Haynes, Ethnic Minority & Traveller Achievement Service

## Members of West Sussex Youth Cabinet

## Members of West Sussex Education & Skills Diversity & Inclusion Working Group

## Members of West Sussex BAME Staff Group

## Vicky Lyons, The Angmering School

## Isabel Robson, Herons Dale Primary School

## With thanks to East Sussex County Council:

**This guidance was based to a significant extent on the 'Race Equality in East Sussex Schools' document, produced by East Sussex County Council in 2020.** That document was originally compiled by Yaa Asare, independent race equality consultant in 2011 and was updated in 2020 to reflect changes in policy and practice.

## For East Sussex County Council:

Yaa Asare: Independent race equality consultant, Diversity Resource International

Mandy Curtis: Director of 18 Hours and Senior Lecturer, University of Brighton

Bola Alysia Ayonrinde: Deputy Head Teacher, Little Horsted C of E Primary School

Lynne Weir: Head Teacher, West Rise Infant School

Andy McKechnie: Assistant Head Teacher, West Rise Junior School

Charlotte Papworth: Equality and Participation Officer, Children's Service, ESCC

Atiya Gourlay: Equality, Participation & Partnerships Manager, Children's Services, ESCC

Jessica Stubbings: Partnerships and Governance Manager, Children's Services, ESCC

Natasha Cummings: Participation Worker, Children's Services, ESCC

Nicola Blake: Health Improvement Specialist (Children, Schools and Families), Public Health

# Foreword

Over the past eighteen months, there has been a significant increase in conversations around the racism and inequalities experienced by people from minority ethnic backgrounds in the UK.  Many of these conversations have centred around education.

We know that many children, young people, parents and school staff in West Sussex have been thinking deeply about their own experiences and considering what more can be done to tackle racism that continues in modern society. We know that schools want to know how best to promote equality and to celebrate the diversity that we have in our classrooms and communities.

This guidance advocates a whole-school approach and is core to our broader Inclusion Strategy.  The document is centred around eight key areas that we feel are essential for schools to consider when working towards a whole school approach to ensuring equality for all pupils, staff and families.  Each of these areas is interlinked and each plays an important role in cultivating a positive approach to the cultural identities of our children and young people.

We know that different schools will choose to address these eight areas in different ways, as they must, according to their unique contexts and individual starting points.  With this in mind, it will be important for schools to take time to digest this information and to audit their existing policies, practices and processes.

It is our intention that by auditing schools' own approaches and using this guide as a reference point, schools will maintain sight of their long-term priorities and make incremental changes towards embedding equality and anti-racism in a genuine and sustained way.

Paul Wagstaff
Director of Education & Skills, West Sussex County Council

# How to Use This Document
(Click links to jump to each section)

This document is organised into **three** sections:

- **Rationale & remit of this guidance:** the local and legal context for this approach
- **Achieving a whole-school approach to anti-racism:** eight key areas to consider
- **Appendices:** supporting documents, tools and signposting

**Firstly,** it sets out the intention behind producing this guidance, looks at the legal duties and frameworks which underpin the whole school approach and also introduces the local context for West Sussex schools.

**The local and legal context for this approach...**

**What and who is this guidance for?**

**What does this guidance provide?**

**Road map for progress towards equality**
*An example of a suggested route towards developing an effective whole-school culture of equality.*

**Legislative framework**
*Outlines how this guidance seeks to support schools to implement relevant legislation and meet responsibilities relating to ethnic equality:*

- *Equality Act 2010*
- *'Prevent' Duty and Fundamental British Values*
- *Spiritual, Moral, Social & Cultural Education (SMSC)*
- *Statutory Relationships, Sex & Health Education 2020*
- *Bullying legislation and guidance*
- *Ofsted*

**Diversity in West Sussex**
*Outlines the demographic landscape in West Sussex schools, including languages spoken and the ethnic diversity of pupils and staff.*

**Secondly,** it illustrates the eight key areas which West Sussex County Council feel must be addressed within each setting in order to develop a truly whole-school approach. It is essential that schools consider how they intend to develop their approach on each of these eight key issues in order to tackle racism in all of its forms and embed an ethos of inclusion and equality in a meaningful and sustained way.

**How to achieve a whole-school approach to anti-racism...**

1. **Developing racial literacy amongst senior leaders, governors and all staff**
   *Supporting staff's knowledge and confidence in talking about race and racism. Looks at the importance of a whole school ethos, key questions for senior leaders and possible frameworks to support this work. Includes two illustrative case studies and a guide to appropriate terminology.*

2. **Participation and involvement of children, parents and wider community**
   *Best practices suggestions for actively involving children & young people, parents & carers and the wider community in any whole school work on equality.*

3. **Developing racial literacy for all children**
   *The importance of actively developing children's knowledge and confidence in talking about race and racism, starting from explorations of similarities and differences. Includes suggested progression of themes & concepts at each key stage from 1-4.*

4. **Decolonising and diversifying the curriculum**
   *Key questions to consider when interrogating the whole curriculum. Specific considerations when reviewing books and resources used in all subjects and a particular focus on the history curriculum, including example focus points in history planning at each key stage from 1-4. Also questions for governing bodies & school leaders to consider when examining the whole school approach to curriculum.*

5. **Promoting a positive sense of identity and belonging**
   *Key concepts in supporting children to explore their identity, both individually and collectively. Why creating a sense of belonging in school is so important and suggested strategies for achieving this aim, including a case study example.*

6. **Identifying and addressing racist incidents and issues**
   *The importance of fully addressing all racist incidents & issues. Ensuring actions and responses meet the needs of everyone involved, including consistent reporting. Includes potential barriers for staff, the implications of not dealing effectively with such incidents and a case study example.*

7. **Auditing and monitoring policies for school / setting**
   *Key considerations for successfully & regularly reviewing all school policies from the perspective of pupils, staff & parents from different ethnic backgrounds. Includes best practice suggestions and list of policies to consider as a starting point.*

8. **Recruitment, retention & support for staff from minority ethnic backgrounds**
   *The importance of staff recruitment and retention strategies that actively promote diversity. Includes signposting to further guidance and some key considerations for effectively supporting staff from minority ethnic backgrounds, including facilitating career progression for all staff.*

**Thirdly,** there are a series of appendices which provide further detailed information and practical tools, as well as signposting to a wide range of resources. These can support the breadth of work that schools will need to undertake in order to establish and embed truly inclusive and anti-racist practice.

**Supporting documents, tools and signposting…**

**Appendix 1 - Race Equality Checklist for Schools**

**Appendix 2 - Hate Incidents: Definitions & guidance**

**Appendix 3 - Suggested reading lists for children**

**Appendix 4 - Example diversity walk template**

**Appendix 5 - Useful links for resources and further research**

**Appendix 6 - Terminology: words used to describe individuals and groups**

**Appendix 7 - Further reading for staff**

# Rationale and remit of this guidance

## What and who is this guidance for?

This guidance aims to support schools in West Sussex to implement best practice in promoting equality and tackling racism, through a whole school approach which demonstrates a commitment to creating settings where each individual is treated with dignity and respect.

It aims to encourage schools to challenge and overcome the persisting attitudes of 'no problem here'[1]. These may still be prevalent in some schools, particularly those in which the majority of pupils are from a White British background.

We want schools to be confident in providing a positive environment and appropriate support for children, young people and colleagues of all ethnic, cultural and religious backgrounds.

The guidance is designed to be read and used by governors, head teachers, teachers and the wider support staff.  It may also be particularly useful for Relationships, Sex and Health Education (RSHE) leads and Designated Safeguarding Leads (DSLs). It is designed to embed an inclusive approach and to support schools that are working towards challenging racism and prejudice and establishing equality for people of diverse ethnic backgrounds .

1.Chris Gaine has written books about race equality in mainly white schools, whose titles reflect the common attitude  that racism is not an issue in these schools  - 'No Problem Here' (1987) and 'Still No Problem Here (1995)

# What does the guidance provide?

This guidance aims to combat racism.  It provides information and support to schools in West Sussex on how to enable understanding and appreciation of the role that privilege and bias play in our lives. This guidance aims to address the challenges faced by children and young people from diverse and minority ethnic and cultural backgrounds.

Within this guidance, there is an understanding that ethnic inequalities do not exist in isolation.  It is therefore implicit in the provision of this document that any development of anti-racist practice in schools must also fully consider the intersection of ethnicity and religion with other factors such as Special Educational Needs, disability, gender and sexual orientation, as well as economic advantage and disadvantage.  Therefore, while the focus of this guidance is on the specific characteristics of racism and ethnic inequality, it is clear that any school striving to champion equality, diversity and inclusion must also take each of these other considerations fully into account at every turn and for each individual within their community.

It is hoped that this document will help schools to further embed good work they are already doing in this area and develop an ongoing approach to anti-racism. We hope that using this guidance will:

- Encourage an increase in the confidence of staff to nurture positive ethnic identities for pupils from minority ethnic backgrounds.

- Enable staff to understand the impact of bias, discrimination, privilege and institutional racism.

- Signpost to local research and national resources to bring to life and support the complex and nuanced issues around the delivery of race equality practice and procedures in our schools.

- Identify areas for development within a whole school approach that will allow children and young people from minority ethnic backgrounds to achieve their potential at school and that will reduce racist incidents and racist bullying.

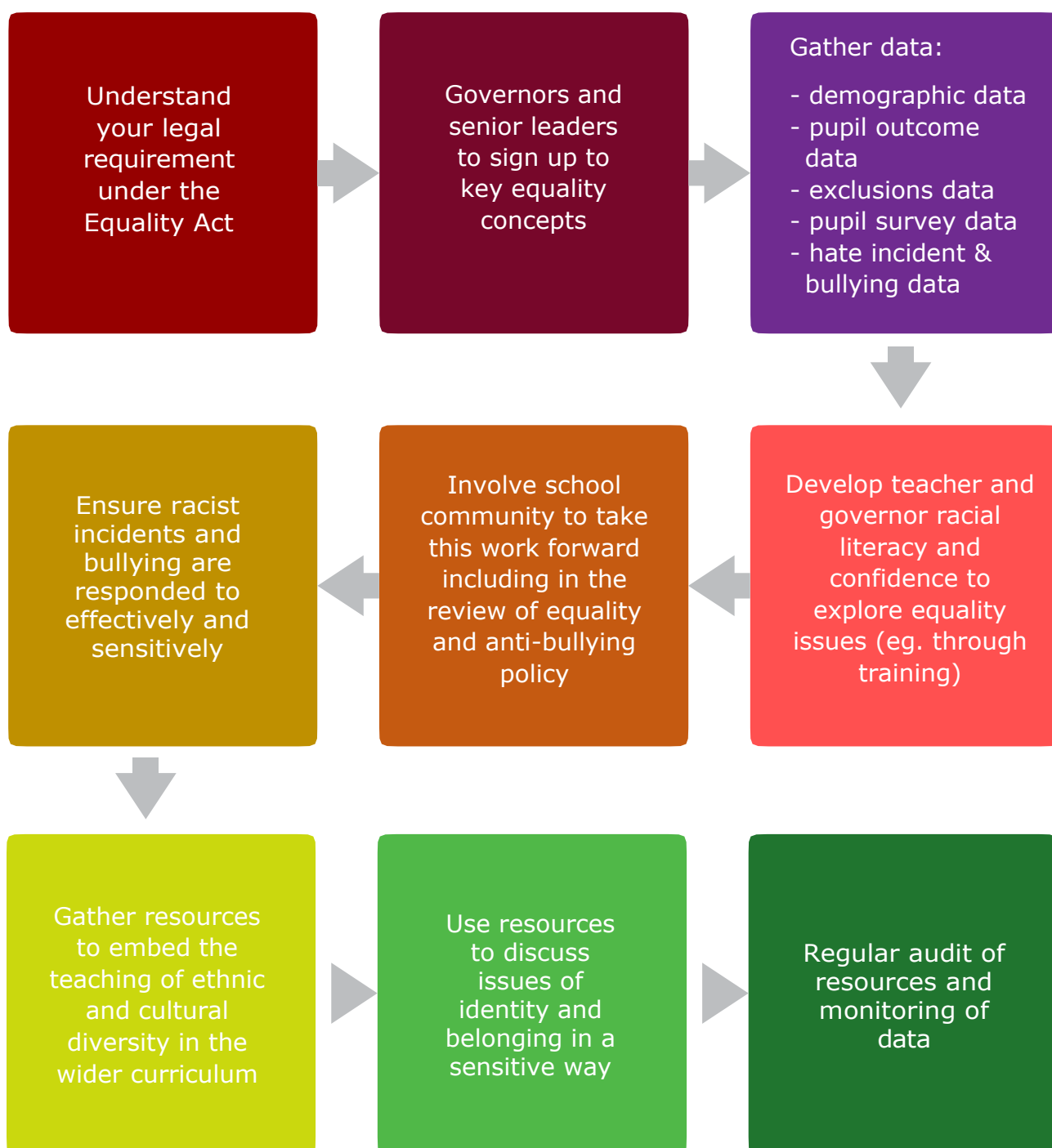- Provide governing boards with a framework for developing their own knowledge and help them to support and challenge schools to maintain the highest standards of inclusive practice for all pupils.

- Provide information that will allow schools to feel confident that they are complying with the Equality Act 2010 and anti-bullying guidance in relation to children and young people from minority ethnic backgrounds.

# Road map for progress towards equality

The following shows one suggested route towards developing an effective whole school culture of equality.  Individual schools will approach this journey in different ways as a reflection of their starting points and their local context, including the existing knowledge and confidence of their staff team on issues of anti-racism.  However, as will be explored throughout this document, meaningful and effective change will only become embedded in a sustainable way if it is;

- underpinned by an understanding of legal duties,
- led by a fully committed senior leadership team,
- built on an honest appraisal of the school's current context, including the lived experience of pupils, staff and parents from all ethnic backgrounds.

| Understand your legal requirement under the Equality Act | → | Governors and senior leaders to sign up to key equality concepts | → | Gather data:<br><br>- demographic data<br>- pupil outcome data<br>- exclusions data<br>- pupil survey data<br>- hate incident & bullying data |
|---|---|---|---|---|

↓

| Ensure racist incidents and bullying are responded to effectively and sensitively | ← | Involve school community to take this work forward including in the review of equality and anti-bullying policy | ← | Develop teacher and governor racial literacy and confidence to explore equality issues (eg. through training) |
|---|---|---|---|---|

↓

| Gather resources to embed the teaching of ethnic and cultural diversity in the wider curriculum | → | Use resources to discuss issues of identity and belonging in a sensitive way | → | Regular audit of resources and monitoring of data |
|---|---|---|---|---|

# Legislative framework

This guidance aims to support schools in implementing relevant legislation relating to ethnic equality.

## Equality Act 2010



The Equality Act provides protection against discrimination (direct or indirect), harassment and victimisation.  Race, religion and belief are 'protected characteristics' under the Act.

The definition of 'race' under the Act includes colour, nationality and ethnic or national origins.

The Act provides protection from racial discrimination in schools. This means that it is unlawful for schools to treat pupils less favourably because of their race, they will need to ensure policies do not indirectly discriminate against minority ethnic pupils, and that they will have to ensure they take care not to harass or victimise young people according to race.

Segregation of pupils by race is always "direct discrimination" (treating someone less favourably). It would thus be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity. This does not mean that schools cannot take 'positive action' and provide additional support to address the particular disadvantages affecting children of one ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

The Equality Act 2010 also introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and academies. This combined Equality Duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

Having due regard means consciously thinking about the three aims of the Equality Duty as outlined above i.e.:

- Decision makers in schools must be aware of the duty to have "due regard" when making a decision or taking an action which may have implications for people with particular protected characteristics.

- Schools should consider equality before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep it under review on a continuing basis.

- The Equality Duty has to be integrated into the carrying out of the school's functions, and the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes.

The Act also introduced specific duties, which are designed to help public authorities to meet their obligations under the Public Sector Equality Duty (PSED).

The Specific Duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty

- Publish equality objectives every four years (one or more as is proportionate to the organisation)

All information must be published in a way that is accessible to the public e.g. on the school website.

What information to publish or what or how many objectives to set has not been prescribed and will be proportionate to the size of the school; the extent to which its functions affect equality; and the evidence that such objectives are needed.

A starting point will be to look at what information you are already publishing and consider whether this gives an accurate picture of progress on equality issues affecting your staff and pupils. Looking at your data and knowing your school community will help you set specific and measurable objectives. Small rural schools may decide to set only one or two objectives.

Schools have had to publish their initial information and objectives since 6 April 2012. They must update the information at least annually and publish objectives at least once every four years[1].

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,

- in the way it provides education for pupils,

- in the way it provides pupils access to any benefit, facility or service,

- or by excluding a pupil or subjecting them to any other detriment.

The "responsible body" is the governing body or the local authority for maintained schools in England and Wales, and the proprietor in the case of independent schools, academies or non-maintained special schools[2].

*Further guidance:*

*https://www.westsussex.gov.uk/about-the-council/policies-and-reports/corporate-policy-and-reports/equality-and-inclusion-policy/*



---

1   Equality data about employees will not need to be published where a public authority has fewer than 150 employees, which means that for the great majority of schools, only pupil-related data will need to be published

2   See government guidance on the Equality Act 2010
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

## Human Rights Act 1998

As public bodies, schools also have to comply with the Human Rights Act 1998.

Under Article 9 - Freedom of Thought, Belief & Relgion, *"everyone has the right to freedom of thought, conscience and religion…either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance."*

For schools, this includes supporting the right to wear religious clothing and the right to take part in religious worship.

## 'Prevent' Duty and Fundamental British Values

Schools have a duty to work to identify and prevent radicalisation under the Prevent Duty (2011). As part of this, schools have a duty (introduced in 2014) to promote fundamental British values. One of these, key to ethnic equality, is mutual respect and tolerance of those with different faiths and beliefs.

The Schools' Guidance (2015) says 'schools are already expected to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values'. It goes on to say 'Pupils are […] taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding'. It is also important for students to understand how democracy is used to challenge decision-making, policy and practice that people feel disadvantages some ethnic groups. The British value of individual liberty is relevant to exploration of racism and identity because of the focus on the right to respectfully express views and choices in a safe space. This is key in enabling safe and constructive debates about identity, perceptions and inequality.

Some views expressed about identity and ethnicity may indicate influences from extreme right-wing ideologies and so it is important to be aware of terms, coded language, symbols and behaviour often associated with these views. For more information on hate symbols used by extreme right-wing groups and individuals, the Anti-Defamation League have created a database of hate symbols - https://www.adl.org/hate-symbols

Children and young people can be attracted to extreme right-wing ideologies in a variety of ways, including in online spaces where they may be exposed to false or misrepresented information and divisive but influential views.

This may lead some children and young people to fixate on and express concerning views about immigration, ethnic identity, culture or faith. They may also blame cultural, faith or ethnic groups for current problems that they see impacting on society.

In West Sussex, like any county, we have heard and seen these views expressed in schools.  This has included verbal instances and through symbols and references drawn on walls and in school books. For more information, please visit the Prevention of Radicalisation and Violent Extremism pages within the Services for Schools website - https://schools.westsussex.gov.uk/Services/3601

# Spiritual, Moral, Social and Cultural Education (SMSC)

Under section 78 of the Education Act (2002) schools, as part of a broad and balanced curriculum, have a duty to promote the spiritual, moral, social, cultural (SMSC), mental and physical development of pupils at the school and prepare pupils for the opportunities, responsibilities and experiences of later life.

Work around race equality fits well in the teaching of SMSC and inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. Below are the key areas of SMSC in which race equality work is most relevant (using Ofsted definitions).

## Spiritual, moral, social and cultural development

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- knowledge of, and respect for, different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## Statutory Relationships and Health Education and Relationships, Sex and Health Education 2020

The statutory guidance regarding Relationship, Sex and Health Education 2020 in primary and secondary schools stresses the importance of respecting differences and understanding stereotypes.

The guidance advises that by the end of the primary phase, pupils should know:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

The guidance advises that by the end of secondary, pupils should know:

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (eg. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

Identity and diversity are core themes throughout RSHE. The needs of all pupils in each setting should be fully explored and met when developing RSHE provision. It is imperative that a whole school approach to RSHE is adopted and followed to ensure that the curriculum sits fully within the school's ethos and vision as well as meeting legislation and rights of the pupils.

West Sussex Education for Safeguarding (E4S) embeds promoting equality and tackling racism across its cornerstones of RSHE and within its' whole school approach.

# Bullying legislation and guidance

## Educations and Inspection Act 2006

With regard to bullying, pupils from minority ethnic backgrounds may experience prejudice-based bullying or be victim of a hate incident on account of their ethnicity.

Section 89 of the Act provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful

control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

## The Education (Independent School Standards) Regulations 2014

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

## Preventing and tackling bullying (2017)

Government guidance advises to prevent bullying schools should "openly discuss differences between people that could motivate bullying, such as religion, ethnicity, […] or appearance related difference [...]. Schools can also teach children that using any prejudice-based language is unacceptable".

## Ofsted

The Education Inspection Framework published in 2019 sets out how Ofsted will inspect education providers. The framework specifies that:

'The framework is intended to be a force for improvement for all learners. The framework and remit-specific criteria are clear that the expectation is that all learners will receive a high-quality, ambitious education.

Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998' (paragraphs 15 and 16).

Ofsted will inspect how schools are actively promoting equality and diversity, tackling bullying and discrimination, and narrowing any gaps in achievement between different groups of children and learners, as well as how schools are promoting British Values, preventing radicalisation and extremism, and preparing children and young people for life in modern Britain.'

# Diversity in West Sussex

The notion of 'cultural diversity' is a broad one, which includes children and young people from widely different backgrounds, ranging from those who are newly arrived in the UK, to those whose families have been in the UK for three or four generations and whose experience around diversity will be totally different. In addition, there are also British white and mixed heritage young people who will have varying experiences of cultural diversity within their own families and social networks.

**In January 2021, the ethnicity of 20% of all pupils on roll in West Sussex schools was recorded as being a minority ethnic category.**

By far the largest ethnic group among West Sussex pupils is White British:

| Ethnicity of West Sussex pupils (January 2021) | |
| --- | --- |
| White British | **78.6%**  includes White English (3.7%) |
| Other White Backgrounds | **6.9%** |
| Mixed or Dual Backgrounds | **5.4%**  includes White & Asian (1.6%) |
| Asian or Asian British | **5.3%**  includes Indian (1.7%) & Pakistani (1.3%) |
| Black or Black British | **1.6%**  includes Black African (1.0%) |
| Chinese | **0.3%** |
| Other Ethnic Groups | **0.7%** |
| *Not Obtained / Refused* | *1.2%* |

Source: School Census, Jan 2021

The ethnicity of staff in West Sussex schools is currently less diverse than the pupil population, with **approximately 2% of teachers who disclose their ethnicity identifying as from a minority ethnic group**.  Among senior leaders, this difference is even more pronounced, with **less than 1% of headteachers recorded in a minority ethnic category.**\*  This broadly reflects the national picture\*\* and highlights the importance of work around widening participation through teacher training programmes and supporting minority ethnic teachers to progress to leadership positions.  It also emphasises the importance of all pupils seeing minority ethnic role models among their school staff teams in order to promote aspiration for future generations.

In terms of languages spoken, **11% of West Sussex pupils are recorded as speaking English as an Additional Language**.  Aside from English, the most common first language is Polish, followed by Urdu, Tamil, Portuguese and Romanian.  In total there are more than 160 different languages spoken by children at West Sussex schools.  (Source: School Census, Jan 2021).

When considering the academic attainment of minority ethnic pupils, it is important not to consider all pupils as one homogenous group.  Indeed, while the attainment of children from certain groups (Gypsy/Roma, Irish Traveller, Black Caribbean, Mixed Caribbean and Any Other Black Background) is consistently lower than average in West Sussex, there are other ethnic groups, such as those of Chinese, Indian and Mixed Asian heritage, where pupils consistently perform better than their peers\*\*\*.  Again, this is broadly in line with national trends.

For a cohesive community, it is important for all pupils in West Sussex to be aware of and comfortable with differences and diversity of ethnicity, culture and language.

It is considered even more pressing in majority white schools than in those schools in which cultural diversity is the norm:

- to think about how pupils can become aware of and respectful towards cultural and racial differences.

- to learn about the impact of difference (and in equality) in people's lives.

This exploration helps challenge the stereotyping and negative assumptions which can lead on to racist bullying and hate incidents (see also **Section 6: Identifying and addressing racist incidents and issues**). Specific attention therefore needs to be paid to ensure that these issues are stressed in the whole school ethos and specifically addressed through curriculum delivery.

Additionally, given the disparity that often exists between the ethnic diversity of pupils and their teachers, it is crucial that school leaders engage with pupils, families and local communities when considering these issues, as well as supporting staff to develop their own professional knowledge and understanding of different cultures and lived experiences through ongoing CPD.

* Figures held by West Sussex County Council in 2021, with ethnicity disclosed by 53.1 % of teachers and 80.2% of headteachers in West Sussex schools.

** Department for Education figures (2016-17) showed 86.2% of school staff (except teaching assistants) and 93% of headteachers identified as White British.  This compares with 79.2% of the working age population recorded as White British in the 2011 census.

DfE - 2016/17 (Byrne, Alexander, Khan, Nazroo, Shankley)
https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/working-age-population/

*** Based on Key Stage 2 SATs and GCSE data from 2017, 2018 and 2019.

# Achieving a whole-school approach to anti-racism

The following development areas form the structure for the rest of this guidance. They are intended to be considered collectively, as part of a whole-school approach.

## Anti-racist Early Years, schools and settings

**1** Developing racial literacy amongst senior leaders, governors and all staff

**2** Participation and involvement of children, parents and wider community

**3** Developing racial literacy for all children

**4** Decolonising and diversifying the curriculum

**5** Promoting a positive sense of identity and belonging

**6** Identifying and addressing racist incidents and issues

**7** Auditing and monitoring policies for school / setting

**8** Recruitment, retention and support for staff from minority ethnic backgrounds

# 1. Developing racial literacy amongst senior leaders, governors and all staff

Developing racial literacy and understanding the concept of institutional racism is central if schools are to robustly consider how to operate to ensure equality for minority ethnic pupils and staff.  This includes, though is not limited to, understanding the impact of assumptions based on skin colour.  For many people in Britain, being 'white' is understood as equivalent to being 'normal'.

> White privilege is a concept derived from critical race studies that argues that the privileges accrued by having white skin are largely unnoticed by white people and are instead taken for granted as how things operate; whiteness being a seemingly unmarked and invisible category.
>
> Harman, 2010

Some governors and teachers may have limited knowledge, confidence and experience in educating pupils from diverse ethnic and cultural backgrounds and as a result, classroom interventions may be stereotypical or tokenistic, lacking any real impetus to encourage pupils to engage with concepts of lived experience of diversity.

> "If you're white and you don't want to feel any of that pain by having these conversations, then you are asking people of colour to continue to bear the entire burden of racism alone."
>
> Ijeoma Oluo, in A Parent's Guide to Black Lives Matter, 2020, p7

Some teachers and governors who lack confidence in engaging with diversity issues also lack the training opportunities to improve in this area.  Opportunities by linking up with other schools locally, nationally and internationally that have a reputation for excellence in equality and/or a more diverse staff or pupil population may help support understanding.

Embedding an approach in the school to incorporate a positive attitude to cultural diversity and equality requires the involvement of the whole staff team and governors. This can be encouraged through engaging with workshops and training to discuss key principles and suggest strategies.

In West Sussex, a two-part training course has been developed for schools: **'Recognising Racism and Celebrating Diversity'**.  This training is aimed at school leaders and teachers in primary or secondary settings.  The first session seeks to explore the concept of racism in its many forms and raises understanding of how racism impacts on our daily lives.  The second part examines what work needs to be done in schools in order to promote equality and celebrate cultural diversity at a whole-school and individual classroom level.

This training is delivered jointly by the West Sussex Community Safety & Wellbeing Team and the Ethnic Minority & Traveller Achievement Service (EMTAS).

Contact emat@westsussex.gov.uk for further information.

## Racial literacy

"The cultivation of racial literacy should be seen as an ongoing process of learning and unlearning. Rather than as a tick-box 'skill' that one might acquire and retain with little effort, teachers should understand racial literacy as a constant journey, and they should be given the time, support and resources to pursue that journey. It should be part of continued professional development within schools and should be encouraged at all levels"

Runnymede Trust - Race and Racism in English Secondary Schools, 2020 report

Developing staff racial literacy:

- refers to the capacity of teachers to understand the ways in which race and racism work in society.

- enables teachers to understand the ways in which the education system can and does reproduce racism and racial inequalities.

- involves having the language, skills and confidence to utilise that knowledge in teacher practice.

- means that issues pertaining to race and racism become the responsibility of all teachers.

- enables teachers to identify racism among their colleagues within the school, and to be proactive in working to challenge its effects.

- allows teachers to meaningfully tackle racism and move beyond colour-blind approaches to racism.

- enable teachers to reflect on the racist views they themselves might hold, and to understand their own complicity in (re)producing racism

- encourages white teachers to engage with concepts of whiteness, white privilege and white complicity, in an attempt to reflect upon their own positions in a society that advantages white people.

## Context

Anti-racist education is education for all in preparation for a diverse society where all members are empowered. It is an educational approach that seeks to address explicitly the existence of racism by raising such issues within the curriculum and in management and organisational procedures. It seeks to combat institutional racism which the Stephen Lawrence Inquiry report, commonly known as the MacPherson Report (1999), defines as:

*'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.' (6.34)*

Schools that avoid an explicit antiracist approach run the risk of engaging with racism. The aim for all schools in West Sussex must be to educate for the creation of a multi-racial and interdependent society in which everyone's rights are respected and protected.

## Whole School Ethos

It is essential that everyone within the school community acknowledges the existence of racism in society and that all young people are affected by it - whether as victim, perpetrator or bystander, or a combination of these. In West Sussex we believe it is the responsibility of everyone in the school community to oppose racism wherever they see it.

### Case Study 1

Green Fields School is a small one form entry primary school in a rural setting. For a number of years now the school have not had any children from minority ethnic backgrounds attend. The school is very warm and welcoming however teaching staff have overheard some children making fun of characters they have seen on TV who are from minority ethnic backgrounds. The senior leadership team recognise that they would like to think together more proactively about how to support the diversity and inclusion agenda and to open up conversations and learning about anti-racist practice within the school community.

What might the school consider as a starting point?

- Embrace this as an opportunity for learning for the whole school.

- Consider the delivery of the curriculum and how people from minority ethnic backgrounds and people from white backgrounds are represented in history and in current affairs.

- Consider the staff team's training, understanding and confidence in addressing this area with individual children and their classes.

- Use of the Diversity Walk template in this guidance (see **Appendix 4**).

There is a wholly incorrect assumption in some communities that they need not concern themselves with anti-racism because they do not have any, or many, pupils from minority ethnic backgrounds. This must be rejected. Similarly, since racist attitudes and behaviour can be acquired at a very early age the importance of anti-racism in nursery and primary education is as great as in the secondary sector.

Katz and Kofkin (1997) found that infants are able to nonverbally categorise people by race and gender at six months of age:

'*Toddlers as young as two years use racial categories to reason about people's behaviours (Hirschfeld, 2008), and numerous studies show that three to five-year-olds not only categorize people by race, but express bias based on race (Aboud, 2008; Hirschfeld, 2008; Katz, 2003; Patterson & Bigler, 2006). In a yearlong study, Van Ausdale & Feagin (2001) found that three to five-year-olds in a racially and ethnically diverse day care centre used racial categories to identify themselves and others, to include or exclude children from activities, and to negotiate power in their own social/play networks.'*

Children Are Not Colorblind: How Young Children Learn Race, Winkler, 2009

All aspects of a school's practice should be scrutinised to ascertain to what extent negative perceptions of people from minority ethnic backgrounds, including groups such as Travellers, refugees or asylum seekers, are being perpetuated. It should also be recognised that racist attitudes can reach young people through what they hear, see and absorb from family, peer-group cultures and some elements of the media. Since racism can exist within and between all communities, anti-racist strategies must therefore be integral to the whole educational process.



All school staff have a responsibility to create an ethos of achievement and to convey high expectations of all pupils. Within this supportive but challenging ethos, it is particularly important that teachers ensure that bilingual and/or minority ethnic pupils are equally aware of these high expectations.

Racism, including the institutional practices which allow it, must not remain as a hidden issue. There should be clear strategies known to all on tackling racist incidents, including the use of abusive language and harassment. The strategies must be unequivocal about the seriousness with which such incidents will be regarded.  The Macpherson Report (February 1999) defines a racist incident as "*… any incident which is perceived to be racist by the victim or any other person"* and stresses the need for such incidents to be reported, recorded and investigated with rigour, commitment and transparency. Procedures should be known by all staff and be overseen by senior leaders. Young people need to be empowered to raise their complaints in the knowledge that the complaint will be dealt with effectively. It therefore follows that teachers must be aware of appropriate strategies for handling such incidents effectively.

Schools must use both anti-racist and multi-cultural approaches, and must be aware that to avoid an explicit anti-racist approach is to risk engaging with institutional racism.

There are many anti-racist frameworks and self-evaluation tools available free online.  For example:

- NEU Anti-Racist Framework
- The Key for School Leaders Whole school anti-racism audit
- Runnymede Trust School Policies for Race Equality and Cultural Diversity

It is important that you choose and possibly adapt the resources to fit your context, your current strengths and your areas for development. Some of your community may struggle with these concepts, others will welcome the developments. It is important to ensure that your school works together to ensure all are supported, challenged and credited where necessary. This work is non-hierarchical and it is important to acknowledge that seniority doesn't imply specialism in this area.

**Key questions for senior leaders**

- Does your school have a clear anti-racism policy known to all?

- Does it place particular emphasis on eradicating racism and racist attitudes?

- Does it indicate clearly how racist incidents will be tackled and provide a mechanism which allows pupils to come forward and discuss such incidents in confidence?

- Is there a framework for reporting, logging, monitoring and acting on racist incidents?

- Is there a clear protocol for ensuring sufficient follow-up action is taken, both in the short and long term, including for pupils, staff and/or parents?

- Has a senior member of staff been designated, and trained, as a co-ordinator of anti-racist and multi-cultural education and is this function regularly carried out within the school?

- Has there been any harassment or marginalisation or silencing of staff with responsibility for anti-racist policy/education?

- Does your school have procedures in place for dealing with racism experienced by any member of staff?

- Do your staff feel able to disclose experiences of racism perpetuated by other staff members including senior leaders? How do you know?

- Does the school development plan include annual equality audits to ensure that both multi-cultural and anti-racist educational approaches are being implemented within the school curriculum, policies and procedures?

- Is the implementation of policies routinely monitored to ensure that pupils from minority ethnic groups are not adversely affected?

- Does your school have specific provisions for refugee and unaccompanied asylum seeker pupils?

- Does your school promote positive non-stereotypical images of, and responses to, all cultures and communities in our diverse society?

**Have staff from different minority ethnic backgrounds been asked for their responses to these questions?**

## Case Study 2 – The Angmering School, West Sussex

The Angmering School is a local authority maintained secondary school in West Sussex. They are currently in the process of exploring "a whole school shift in culture" with the aim of embedding inclusivity "within the school's structures". This includes (though is not limited to) innovation within the classroom, as well as curriculum environments, staff knowledge and pastoral systems.

Below is an illustration of the rationale that underpins the school's 2021-22 Professional Development Plan:
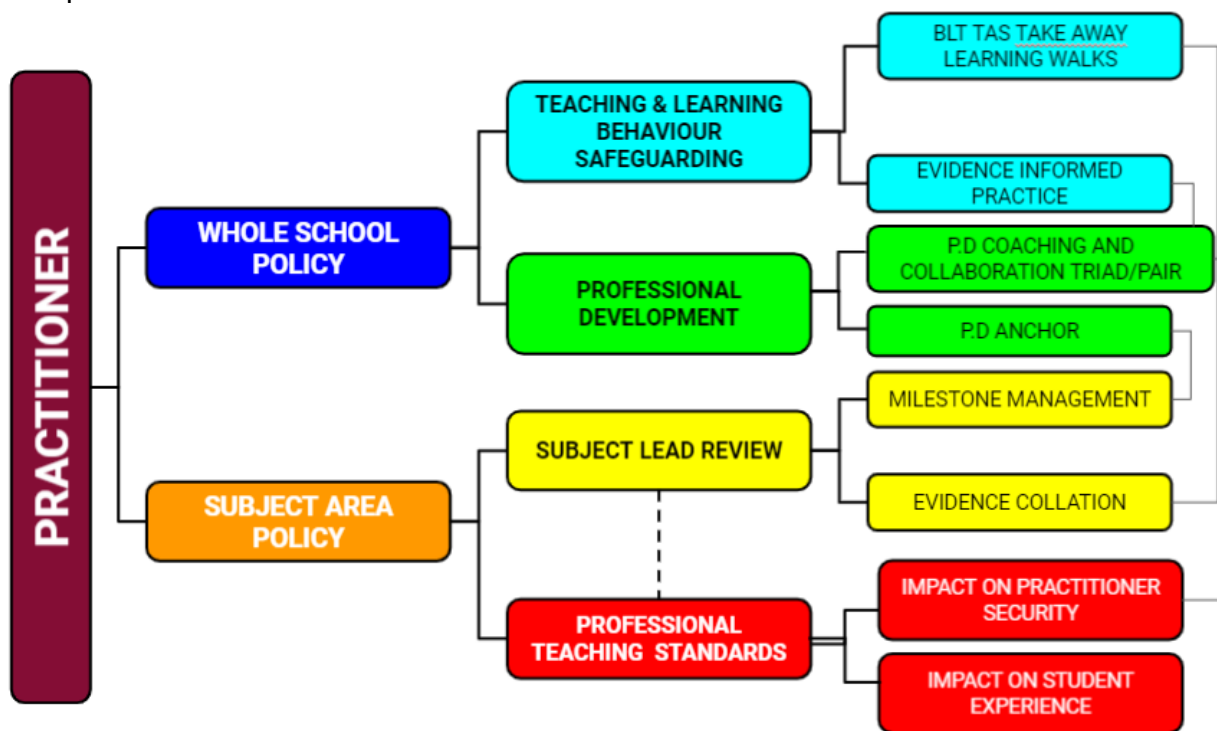


*"Education harnesses more than just academic knowledge. As practitioners in this broad field, we have the capacity to mould a profound structure which empowers individuals, and communities, with more than just grades in their back pocket. Empowerment is at the core of what we do.*

*As the paradigm shifts, and evidence-informed practice increasingly evolves the processes utilised by schools, we must not be complacent in the focus upon student identity, and the role this plays in their identity and resilience as learners - as these concepts are not mutually exclusive. And so, we look to create a progressive framework which nurtures the evolution of every school system.*

*This has been a hard slog already. Months of research, networking, collating evidence, and ultimately promoting a cohesive vision which compliments and fortifies all those agendas and pressures that exist in any school.*

*An initial model has been designed, one that may alter as we refine along the way but one that clearly facilitates structural shifts with the student always at the centre. This holistic design is fundamental - a rigid one would contradict the very nature of the conceptual focus, as well as limit our vision and journey!"*

Vicky Lyons – Teaching & Learning Lead Practitioner & Deputy SENCO,
The Angmering School

## Recruitment and governance

New staff and governors should, as part of their induction, be briefed about equality issues, including ethnic equality and the relevance of equality issues to learning, teaching and assessment.

The school's Governing Board plays an important role in committing to these concepts, agreeing policies and engaging with the processes of reviewing existing practice to bring to life its Equality Policy. It has overall responsibility for how the school is implementing the Equality Act and any breaches of it.

The following key concepts underlie all the suggestions for good race equality practice that are made in this guidance:

Key Equality Concepts

Shared humanity: We recognise that at the heart of our diversity is commonality and shared values, aspirations and needs. We value our fundamental similarities and unity.

Valuing differences and diversity: We appreciate the richness of our differences and look for ways to celebrate them and to better understand them.

Interdependence, interaction and influence: We appreciate that as they come into contact with each other's cultures, beliefs, language and lifestyles, they will impact on and inform their relationships.

Social cohesion: We recognise the need for active social interactions, exchanges and networks between individuals and communities across different backgrounds.

Excellence: We aim to inspire and recognise excellent personal and collective achievement throughout our community, the UK and the wider world in all areas of the curriculum.

Personal and cultural identity: We will provide opportunities to explore and value the complexity of our personal and cultural identities.

Fairness and social justice: We will develop our understanding of the inequality that exists in society and explore ways of collectively and individually creating a more equitable society.

From Cultural Diversity Resource, East Sussex County Council, 2008

## Terminology and language

Teachers and governors often worry about using the wrong terminology. A pragmatic approach to language and terminology is to be sensitive to the effect that certain language has on others. The key lies in being receptive; listening and asking individuals and groups.

"Often, we are so afraid of saying the 'wrong thing' that we don't engage at all. As a consequence, our children don't learn about the racism that exists today. We can make an active effort to encourage discussion on race. If we immediately shut down our children's remarks or comments on race, we risk making it into a taboo topic. Invite children to actively see colour, to see culture, to see history and to acknowledge that race has an impact on people's life experiences."

A Parent's Guide to Black Lives Matter, 2020, p7

# Key terminology:

See also - **Appendix 6: Terminology - words used to describe individuals and groups**

### Acculturation

Cultural exchange in which one group assumes the beliefs, practices and rituals of another group without sacrificing the characteristics of its own culture.

### Anti-racist education

Seeks to rid organisations, structures, the curriculum and the learning environment from all forms of racism including stereotypes and generalisations.

## Assimilation

A situation where individuals are expected to leave behind their distinctive identity in order to fit in with the values, attitudes and behaviours of a dominant group or culture. For example, curriculum content does not acknowledge cultural, ethnic, linguistic or other forms of diversity, but expects pupils to fit into the dominant cultural norm.

## Blaming the victim

Those who are suffering discrimination are seen to be the 'problem' and are made to bear responsibility for the fact that discrimination is taking place. Seeing the minority ethnic person/culture/language as the problem.

## Cultural Appropriation

The inappropriate adoption by people in a dominant culture of the customs, practices, ideas, dress etc. of a marginalised culture that does not show acknowledgement or appear to respect the original meaning, even reinforcing stereotypical views and dehumanising the people of that culture.

## Dysconscious Racism

An uncritical habit of mind (including perceptions, attitudes, assumptions and beliefs) that justifies inequity and exploitation by accepting the existing order of things as given.

## Gaslighting

A form of psychological abuse where a person or group makes someone question their sanity, perception of reality, or memories. People experiencing gaslighting often feel confused, anxious and unable to trust themselves. For example, a person may deny that a specific group experiences discrimination despite evidence that says otherwise, or they might criticize an individual for being too emotional to undermine their message.

## Institutionalised racism

Racial discrimination that has become established as normal behaviour within a society or organisation. Racial inequality becomes embedded in policy and procedure leading to benefits for some and disadvantage for others regarding access to resources, opportunities and positions of power.

## Integration

The existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect.

## Intersectionality

Recognition of how we will have more than one protected characteristic like ethnicity, class, faith, disability etc that intersect and overlap to create a complex experience of prejudice and discrimination. Intersectionality highlights the need to recognise how inequality and prejudice impacts on people in a unique way depending on different aspects of their social identity.

## Invisibility

Ignoring or denying the experience or presence of minority groups and behaving as though they do not exist. For example, 'I do not see their colour or their culture, to me they are all pupils here to learn'.

## Microaggressions

"The everyday, subtle, intentional - and oftentimes unintentional - interactions or behaviours that communicate some sort of bias toward historically marginalised groups." Kevin Nadal (NPR, 2020).  Common microaggressions include statements like:

- *'I don't see colour when I look at people'* which suggests that ignoring something we should be proud of is a positive response to diversity.

- Asking a minority ethnic person *'but where are you really from?'* even though they have already told you that they were born in Britain. This assumes that only White British people can be born in Britain.

- Anglicising, repeatedly mispronouncing or not trying to pronounce someone's name.

- *'You don't sound black'* suggests a stereotypical and limited view of black people.

## Multiculturalism Education

Any form of education or teaching that incorporates the histories, texts and beliefs of people from different cultural backgrounds.

## Racialisation

The processes of ascribing ethnic or 'racial' identities to an ethnic group that did not identify itself in this way.

## Stereotyping

Describing an individual in terms of the supposed characteristics of a group, and thereby making assumptions about their likely behaviour.  For example, 'Most minority ethnic pupils prefer to group together rather than socialise with the majority'. Can also include allowing your prejudice to influence your expectations, reactions and interactions with individuals.

## Tokenism

Referring to the experience or lifestyle of minority ethnic people or groups in a trivial or marginal way, and thinking that, by this being done, racial inequality is being redressed. For example, only incorporating key minority ethnic figures or showing special events or examples from different countries and cultures as a one-off, seen as irrelevant to the mainstream curriculum.

## Unconscious Bias

Prejudices and assumptions about others formed unconsciously that are influenced by information gained over our lives from various sources. These biases can lead to us forming prejudicial attitudes and treating people in a discriminatory way.

## Weathering

Negative long-term health issues affecting minority ethnic people as a result of the ongoing stress caused by the everyday experiences of prejudice, discrimination, bias and exclusion that are part of individual and systemic racism.

## Xenophobia

Fear or dislike of the customs, dress, etc., of people who are culturally different from oneself or from another country.

(adapted from Leeds Beckett University Race Equality Guidelines)

# 2. Participation and involvement of children, parents and wider community

Schools should be committed to promoting equality and community cohesion and ensure that differences do not become barriers to participation, access and learning. They should create inclusive processes and practices where the varying needs of individuals and groups are identified and met. Therefore, equality for all cannot be achieved by treating everyone the same.

## Involving children and young people

Pupils need to be actively involved in order for any curriculum interventions or whole-school policies on equality or anti-bullying to be truly effective.  This is equally true for schools working with external models, such as the Rights Respecting Schools Award or the Anti-Racist School Award (*scroll down web page to find information on the award*).

### Best Practice

- As teachers we look for opportunities to introduce activities that explore a range of cultures and encourage pupils to discuss equality.

- We create opportunities for pupils to see topics from different perspectives and to engage in constructive exploration of these perspectives

- When engaging in group work, we set ground rules for safe discussion and are actively monitoring for minority ethnic pupils being excluded, subtly or otherwise. For example, not being picked for a group project, being the last to be selected into a group, not being allowed to participate fully, or having their views taken less seriously by their peers.

- We support pupils to engage in ways of thinking and behaving that do not pre-judge their classmates.  We help them to challenge and question any assumptions they form about others' ethnic background, name, accent, fluency in English, faith or belief.

- We are sensitive to the possibilities that a pupil from a minority ethnic background may feel isolated in a predominately White British class.

- We take account of differing language needs of parents in sending out communications from school (a policy for supporting bilingualism is a useful starting point for considering best practice).

- We ensure that staff have access to a multi-faith calendar. For example:

  http://www.shapcalendar.org.uk  An e-calendar of religious festivals, featuring dates, descriptions and photography.

  https://www.dualfrequency.co.uk/  Colour-coded to the Equality Act 2010 & each date is a clickable button which links to further useful information.

  https://www.naht.org.uk  Separated by religious/cultural dates and diversity awareness events.

(adapted from Leeds Beckett University Race Equality Guidelines)

## Involving parents and carers

Working in partnership with parents and carers is crucial if you are to embed equality in schools. The school should look for opportunities for involving parents and carers in this approach through newsletters, social media, school websites, information and parents' evenings, as a take-away at such events, through to pupils showcasing their work and importantly in the development and review of your school's equality policy.  It is important to take account of the differing language needs and literacy levels of parents when sending out communications from school, to ensure that all parents have equal opportunities to participate and feel valued as part of the wider school community.

Parents and carers taking on supportive roles may be offered some basic anti-racism & equality training.



### Best Practice

- We involve parents and carers in the development and review of the school's equality policy.

- We inform parents of the school's equality policy and how we as a school offer support to pupils who face bullying, harassment or discrimination.

- We find out some information about the countries, cultures and faith backgrounds of parents, particularly if these countries, cultures or faith groups are ones we are less familiar with.  We celebrate these backgrounds sensitively through class activities, being aware of important events and in order develop our understanding of how best to support their children.

- We offer parents and carers opportunities to take supportive roles in equality training.

- We invite parents into school to talk about their profession, achievements or career to help challenge stereotypes (schools often invite parents in to share their cooking but overlook the professional opportunities and knowledge that parents can offer).

## Working with the wider community

Wider community contacts can support schools in matters related to faith, culture and ethnicity.

For example, offering advice, information or contacts and providing additional support networks for students facing racism and racial harassment.

### Best Practice

- We will be proactive in recruiting community volunteers to ensure the school's volunteer profile reflects the ethnic profile of the school population and the community.

- We will link with minority ethnic community, faith groups and initiatives with the intention of bringing the realities of multiculturalism, as well as racism and racial discrimination, into the study and practice of pupils.

# 3. Developing racial literacy for all children

There is ample evidence spanning decades that children as young as three begin to learn the markers of racial categories and racial hierarchy (Apfelbaum, Sullivan, and Wilton, 2020; Brown, 2005). Yet the widespread view that children, particularly young children, are racially 'innocent' persists.  In addition, children can learn throughout their schooling that racism is an uncomfortable topic for adults and consequently have few opportunities to develop their own understanding and capacity to discuss this complex topic.

"View racial literacy the same way you view literacy of reading, writing and numeracy. People who lack these basic literacies do struggle in later life and in work. Sometimes it can be dangerous, for example, being unable to read warning signs. Without some racial literacy being taught to young people, they too are at a disadvantage in how they engage with people from different cultural backgrounds. Racial literacy is an essential skill for work and everyday life."

Aishnine Benjamin - Educator with The Black Curriculum and Head of Equality, Inclusion and Culture at the British Medical Association

The development of racial literacy for all children in a school will necessarily be a long-term project.  It will be a cumulative and ongoing process led by school leaders and maintained by all staff.

Core values or key concepts need to be recognised by the whole school community for effective equality practice to be delivered. This requires concerted commitment in the form of training and ongoing discussions that involve the whole community, governors, staff, the pupils, parents and carers, and in some cases, the wider community.

Some aspects of pupil racial literacy can be addressed through wider curriculum provision. However, pupils additionally need specific lessons focused on racial literacy as part of their RSHE (PSHCE) and critical thinking programmes:

- Review and develop RSHE and critical thinking programmes.

- Consider the relevance of this planning for your school community and the wider context.

- Provide teacher training for delivery of RSHE and critical thinking programmes.

Teachers should seek to include activities that demonstrate the value of other cultures and encourage pupils to discuss racial equality, thus ensuring education begins to challenge racial prejudices as well as past and present discrimination.

"It is vitally important that children can see themselves and their family reflected in play resources, visual images and books. Good practice includes reviewing the messages given by all your resources and the experiences you offer. In a steady fashion, you have a responsibility to extend young children's understanding beyond their own backyard".

Lindon, 2006

A racially literate child:

- can talk about race and ask questions about racism with trusted adults and their peers.
- does not feel anxious or overwhelmed by discussions about ethnicity.
- understands that the language people use can be limiting, hurtful or damaging to others.
- starts to recognise social interactions where ethnic difference may play a role.
- values stories and experiences from all cultures and traditions.
- regularly reads and hears a range of ethnic perspectives, in all aspects of their education.
- is compassionate and cares equally for all members of their community.
- has a positive view of the range of cultures that exists in wider society, even if their own school community is less diverse.



### Exploring similarities and differences

Explaining the complexities of discrimination and racism in an age-appropriate way can be challenging.

Talking about similarities, differences and valuing uniqueness is important to start in the early years, as ignorance can lead to fear and stereotyping. It is in the early years where we can make a lasting difference to children's view of ethnic identity.

> Educating about 'diversity' should enable pupils to counteract notions of homogeneity and discourage them from seeing minority ethnic cultures as fixed and essentialised.
>
> Vincent, C., 2019

## Pupil voice

One way to cultivate an environment where pupils are empowered to develop skills of racial literacy is to facilitate a pupil-led equality group or a diversity champions scheme.

For example, the West Sussex Youth Cabinet have recently decided to pilot a new idea called 'Race Equality Ambassadors' in some West Sussex schools:

> "Racial Equality Ambassadors will be a scheme created by young people, for young people - to help tackle racial inequality at their school. We want to provide lots of opportunities for these young people to use their voices to speak out and educate their peers on discrimination."
>
> West Sussex Youth Cabinet, 2021

## Progression of themes and concepts relating to racial equality and diversity (from E4S)

West Sussex Education for Safeguarding (E4S) embeds racial equality and tackling racism across its cornerstones of RSHE across all key stages and within its' whole school approach.

**Key Stage 1**

- Uniqueness
- Similarities and difference
- Stereotypes
- Fair and unfair
- Respect for others
- Exploring relationships
- Equality – recognising that everyone is equal
- Belonging and responsibilities
- Friendship and bullying

**Key Stage 2**

- Image and Representation
- Self esteem
- Aspiration and achievement
- Media influences
- Community
- Belonging and identity
- Stereotypes
- Respect
- Bullying and cyberbullying

**Examples of Key Questions and or Learning Outcomes (taken from E4S):**

**KQ** "In what ways are we all equal?"

**KQ** "How am I similar and different to other people?"

**LO** To understand and explain what being 'unique' means.

**LO** To understand and recognise that every single person is special and valuable just as they are.

**KQ** "How do people show they value and care for each other?"

**KQ** "How are we all reflected (or not) in the images we see and how does this affect our self worth?

**LO** To be proud of who you are and able to understand and explain that 'difference' does not mean better or worse.

## Key Stage 3

- Identity
- Stereotypes
- Emotion and external perceptions
- Prejudice
- Empathy and communication
- Respecting difference
- Online influence and representation
- Bullying and cyberbullying
- Rights, responsibilities and discrimination

## Key Stage 4

- Rights and responsibilities
- Online images and social media
- Protected characteristics
- Identity
- Prejudice and discrimination
- Self-esteem
- Self perception
- Community
- Manipulation and exploitation
- Online communities, exploitation and manipulation

## Examples of Key Questions and or Learning Outcomes (taken from E4S):

**KQ** "What are stereotypes, prejudice and discrimination and why do they occur?"

**KQ** "What are the ways we can safely deal with stereotype-based discrimination?"

**LO** To be able to explain what is meant by 'prejudice' and how it originates.

**KQ** "How does cultural influence affect lifestyle and health?"

**KQ** "Why do we promote and celebrate cultural diversity?"

**KQ** "What does it mean to live in culturally diverse community or society?"

For useful websites and resources that can help develop racial literacy in your school, see:

**Appendix 5:  Useful links for resources and further research**

# 4. Decolonising and diversifying the curriculum

An integral part of the overall process of teaching and learning across the curriculum should be recognising and exploring cultural diversity and global history, including the UK's role in global history, colonialism, patterns of migration and race equality. This applies to **all subjects, not just the history curriculum.**

## School staff - Decolonising and diversifying the curriculum

It is vital that all school staff develop an understanding of how the past has influenced prevailing societal attitudes and the design of the curriculum being taught in schools.

This is particularly important in schools with less diverse populations because it is in contexts with little actual experience of cultural difference that stereotypes are most likely to develop. It is an approach that applies equally across all ages and stages of a child's education.

> Chimamanda Adichie (2009) warns us of the danger of singular representations:
>
> *"Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity."*

## Some questions to consider when interrogating all areas of the curriculum:

- Whose culture has capital?
- Whose stories are being told? Who wrote those stories?
- Whose voices and perspectives are missing from the record?
- Does curriculum content draw on the full global body of knowledge? (In maths? In geography? In technology? In drama?)
- Who is on the reading list? Who are the main characters in the stories we promote?
- Who are the experts that feature in lessons? In books, in videos and classroom visitors?
- Are there planned opportunities across the curriculum for pupils to work alongside a diverse range of external experts to broaden horizons and challenge stereotypical attitudes and beliefs?
- Are images and stories up to date, or dated and stereotypical?
- Do the toys in younger classes reflect the diversity in your community and in wider society? (eg. toy food and utensils from a range of cultures in role play areas?)
- Which festivals and events are we marking and celebrating?
- Does the history curriculum *only* feature stories about victors and the oppressed, or does it include stories from resistance movements and those who stood up to oppression?
- Does the entire curriculum, including individual subject disciplines, feature equal representation and diversity in its widest sense?

**And as a result - what is the message that we are giving our students about who has intellectual authority and deserves to be listened to and who does not have intellectual authority?**

**Maura Cheeks (2021) on representation:**
*"It does not mean replicating my exact experience, but make it ordinary to see someone like me, make it so that I don't even notice."*

**Djamila Boothman (2020) reminds us of the importance of representation to affirm the identities of children and young people:**
*"You cannot be what you cannot see. People can't be the best form of themselves if they don't know where they come from or feel proud of who they are."*



To appreciate the diversity of Britain, consider providing opportunities for students to:

- explore the origins of Britain and how different cultures have created modern Britain.
- explore the representations of different racial, ethnic, cultural and religious groups in Britain and the world.
- explore the consequences of racial and religious intolerance and discrimination.
- develop a critical literacy, which allows them to reflect on their own cultural traditions and those of others.

Ajegbo, Kiwan, and Sharma, 2007, p23–4

## Diversifying your library and texts used in lessons

A 2017 study found that only 1% of children's books contained a main character from an minority ethnic background.

Another 2017 analysis found that only 5.5% of children authors and illustrators were from minority ethnic backgrounds.

The biggest examining board (responsible for 80% of GCSE English Literature examinations) featured two authors from minority ethnic backgrounds and no black authors on their reading list in 2020.

"We know that learning to read is a social process, to be successful you need to connect to your reading materials, you need to be able to see yourself, in some way, in what you read. The under-representation of Black, Asian or minority ethnic characters means that readers from a range of backgrounds do not always have the opportunity to make those connections." Report from the CLPE (2020).

Commentators have noted that for some, books act as a mirror to affirm a reader's own identity (Bishop 1997), while for others, books can act as maps that help readers to seek their place in the world (Meyers, 2013).

For booklists to support diversifying the books in your library and the texts featured in lessons, see: **Appendix 3: Suggested Book Lists**

## Decolonising and diversifying the History Curriculum

Abdul Mohamed and Robin Whitburn argue that we must first of all understand the link between the way history is being taught, Britain's colonial past and involvement with slavery, and racism today and we must acknowledge that slavery is not something that happened only in America.

Mohamad and Whitburn argue that we must move away from a history curriculum dominated by white male Europeans; that side-lines the narratives of black and Asian people, the revolutionary movements of the working classes and the achievements of women and we must disrupt the dehumanisation of black people.

They argue that the curriculum should be rooted in reality - examining the struggles of a broad range of peoples across time and should recognise that before becoming British, people were Africans and Asians, with vibrant histories, traditions and cultures, scientific and medical knowledge.

Mohamad and Whitburn suggest weaving an alternative story into each history topic, for example the part played by Black and Asian women when studying the topic of women's suffrage.

"Diversifying & decolonising the history curriculum", Mohamed and Whitburn, 2020

Opportunities can be found within the themes and eras of the history curriculum at each key stage, that give the freedom and flexibility to teach about Britain's history, migration and its role in colonisation, and the transatlantic slave trade.  **For example:**

| Key Stage 1 | The lives of significant individuals in the past who have contributed to national and international achievements. |
| --- | --- |
| | **Resources**: |
| | BBC Bitesize - 7 guides to 7 Civil rights and social activists and a game called 'Back in time with... Astonishing Activists' |
| | BBC Bitesize - 'Exciting Explorers' features 3 explorers, including Ibn Battuta |
| | NEU Pack 'Our Histories' features information and activities around 5 key memorial days, festivals and events. Includes - Martin Luther King Jr Day, Holocaust Memorial Day: https://neu.org.uk/media/14081/view |
| | The website 100 Great Black Britons: https://www.100greatblackbritons.co.uk/resources.html |
| Key Stage 2 | Achievements of the earliest civilizations.  A non-European society that provides contrasts with British history.  One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |
| | **Resources**: |
| | The Historical Association https://www.history.org.uk/primary/categories/222/resource/8154 |
| | BBC Bitesize, KS2 World History |
| | NEU, Our Histories |
| | Our Migration Story website: https://www.ourmigrationstory.org.uk/ |

| Key Stage 3 | Within the following themes: |
|---|---|
| | 1. **'The development of Church, state and society in Medieval Britain 1066-1509'.** Students could for example study the Norman Conquest, and the English campaigns to conquer Wales and Scotland up to 1314. |
| | 2. **'The development of Church, state and society in Britain 1509-1745'.** Students could study the first colony in America and first contact with India. |
| | 3. **'Ideas, political power, industry and empire: Britain 1745-1901'.** Students could study Britain's transatlantic slave trade, including its effects and eventual abolition, the development of the British Empire with a depth study (for example, of India), and Ireland and Home Rule. |
| | 4. **'Challenges for Britain, Europe and the wider world 1901 to the present day'.** Students could study the two world wars, Indian independence and end of Empire, social, cultural and technological change in post-war British society, and Britain's place in the world since 1945. |
| | 5. **'The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066'.** Students could study an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles. |
| | 6. **And at least one study of a significant society or issue in world history and its interconnections with other world developments.** Students could study Mughal India 1526-1857, China's Qing dynasty 1644-1911, changing Russian empires c.1800-1989 or the United States in the 20th Century. |

N.B. The local history study element within each key stage offers further opportunities to incorporate topics.

## What do students have to say?

"When you learn about people in the past you realise that the people you are supposed to look up to don't look like you. This tells you that the education system doesn't want you to aspire to what you can be."

"My parents had taught me stuff about my heritage so when I saw it being actively absent in the classroom it made me feel like I was absent in history itself"

"What we learn is the victor's story. Decolonising means identifying that we are learning **a** story."

**In all lessons, students should be encouraged to ask questions about sources and resources.**

For example, in their webinar "Diversifying & decolonising the history curriculum" (July 2020), Abdul Mohamed and Robin Whitburn suggested that students should be encouraged to ask:

- Who created the record?

- What do we know about the context in which the record was created?

- Are we only hearing one side of the story?

- Is this record an infallible truth?

*How could similar questions be applied in other subjects?*

The following prompts may assist governing bodies and school leaders to ensure that a race equality approach is adopted across a decolonised and diversified curriculum:

How do we make sure that our teaching creates an environment free of prejudice, discrimination and harassment, where pupils feel safe to contribute fully and freely and where they feel valued for themselves and their contributions?

How can race equality issues be mainstreamed?

Are the values of equality and diversity considered to be fundamental to teaching and learning across the curriculum or are they regarded as a 'bolt-on' on the margins of the curriculum?

How does our teaching take account of pupils' cultural backgrounds and language needs?

How do we take account of the needs of students from different ethnic groups when planning in every subject across the curriculum?

What do we do to encourage children and young people to engage in conversations around racism and global citizenship
and to understand so as to value cultural and ethnic diversity?

Where does this work sit within the curriculum?

How do we include examples of diverse perspectives and role (for example, working-class people, women, black & Asian people or Travellers) in our taught history curriculum?

(adapted from Leeds Beckett University Race Equality Guidelines)

> "We can have a Black History Month and celebrate black people but it should not just be one month.  It should be all year round.  And not just history, it should be the arts and literature as well."
>
> West Sussex pupil, 2021

> "Why aren't we taught about British civil leaders?  We are always just taught about American people.  It is always about Martin Luther King and Rosa Parks.  It feels like tokenism".
>
> West Sussex pupil, 2021

> "I totally understand that we are in Britain and you are going to learn British history and British literature.  However, there are British people who are not white.  We can learn about British history through people who are not white.  There are so many authors, so many poets and so many people who have contributed to British history.  They are not being mentioned and I am not sure why."
>
> West Sussex pupil, 2021

> "It is not just about putting people of colour in the curriculum.  It is about including them.  It is about making it diverse but not just about their trauma or their pain.  We have positive things that we want to talk about as well."
>
> West Sussex pupil, 2021

For an example tool to review your school learning ethos and environment, see:
**Appendix 4: Example diversity walk template**

For useful websites and resources that can help develop this further in your school, see:
**Appendix 5: Useful links for resources and further research**

# 5. Promoting a positive sense of identity and belonging

## Identity

Identity is the sense of self which arises from our family background, our cultural allegiances, our gender and sexuality, our age, our mother tongue and myriad other factors that are dictated largely by our circumstances but also by the life choices we have made.

From a position of initially considering their own identities, further steps can be taken from which pupils can embark on exploring the experiences and identities of other people.

> When black children grow up in mainly white environments, their black identity needs to be nurtured, so that they develop a positive sense of their own racial identity and don't self- identify as being white.  Unless a black child is nurtured to feel positive about their identity, they may grow up to deny or feel ashamed of their colour.
>
> Maxime, 1986



It is crucial that in the early years, work takes place to help children start to build positive identities, to help them value differences and develop a sense of treasured uniqueness.

In later years, children are often preoccupied with their own developing and shifting identities, as they grow towards adulthood.  Engaging with the idea of identity provides an opportunity to consider other people's identities and is a process that can help to build cohesion and mutual empathy.

> "Through the belittling or denial of a person's identity one can destroy perhaps the most important aspect of a person's personality - his sense of identity and who he is. Without this he will get nowhere."
>
> Bernard Coard (2021)

The West Sussex Youth Cabinet have produced an excellent series of Your Space podcasts featuring discussions on a range of topics relating to their identities as young people living in West Sussex.  Topics so far include what it was like living abroad and coming to the UK, being a black young person in 2021 and experiences of racism and representation in education.  Further episodes are planned.

These informal conversations are suitable for any teachers, parents and young people and give an interesting view on different aspects of identity, from young people's perspectives.

Episodes are approximately 25 minutes long and are available on Spotify, YouTube or Soundcloud.

In considering identity we need to realise that some aspects of identity are imposed by factors we have no control over and others we have selected.  As such identity is a keenly experienced basis from which to explore issues of diversity and social justice.

By starting from the pupils' own experiences, teachers can encourage them to engage with their own identities rather than setting up a framework of 'us' and 'them'. For example, within any group, one child's identity may include their experience of family involvement in a local community group while another may explore their belonging to a Muslim family. Both have strong "identities" - the identity position, the life experiences and the interests of every pupil should be valued.

"Asking about people's ethnic background is much more polite than asking where someone is from.  Although most of the time, "Where are you from?" is a harmless, curious question, it can suggest that people of colour aren't really *from* the UK."

Member of the West Sussex Youth Cabinet, 2021

I think that every identity is flexible.
I believe that everyone changes over time whether it be for better or worse. People change as often as fashion.

Sarah, Year 11 pupil, *Unfolding Identities*, 2009

Focusing on the identity formation of each young person can be a means to engage with the creativity of young people using imagery, sound and words.  Through the exploration of what makes them unique, encourage them to make connections with the unique identities of other people.

Research indicates that encouraging individuals to connect with their racial and ethnic identity can be a protective factor. A stronger connection to these identities has been linked to supporting wellbeing, increased self-esteem and self-efficacy, and higher educational attainment (Gutman et al., 2002; Robinson, 2000; Rivas-Drake, 2012; Wakefield, 2007).

All references taken from https://www.annafreud.org/media/13430/coronavirus-research-bite-6-protective-factors.pdf

# Belonging

A sense of belonging is a fundamental human need and a major source of human motivation (as originally described by Maslow in 1968).

Belonging is about fitting in or feeling like you are a valued and accepted part of a group be it friends, family or other groups.

In educational environments, Carol Goodenow defines belonging as:

> "a student's sense of being accepted, valued, included and encouraged by others (teacher and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class. More than simple perceived liking or warmth, it also involves support and respect for personal autonomy and for the student as an individual."
>
> Goodenow (1993)

## Why is creating a sense of belonging in school important?

Research indicates a sense of belonging is positively associated with academic success and motivation.

(Freeman, Anderman & Jensen, 2007)

Decades of empirical studies show that students who perceive a sense of school belonging generally fare well both academically and psychologically.

(DeLeon et al., 2018)

"Prior school-belonging research demonstrates that race and ethnicity are implicated in the way that students perceive and interpret the social dimensions of their school environments."

(DeLeon et al., 2018)

It affects students' well-being. Empirical studies have linked perceptions of school and campus belonging to positive psychological outcomes, including positive emotions, feelings of self-worth and social acceptance.

(Pittman and Richmond 2007, Wilson et al. 2015)

Students who feel they belong are more likely to see the value of required work and have higher self-belief in their chances to succeed on their course (Verschelden 2017).

Becker and Luthar (2002) found that this is especially important for the performance of adolescents coming from minority ethnic and lower socioeconomic backgrounds.

By prioritising and supporting sense of school belonging, educators can support the emotional and social development and enhance motivation, effort and the achievement of all children and young people.



### Tips for fostering a sense of belonging in school

- Make the development of feelings of belonging a priority, for everyone in the school community.  This can be achieved by establishing a Youth Forum / Council, facilitating ample opportunities for students to provide their views, addressing this area specifically through RHSE curriculum or the use of specific activities with students (see: **Appendix 5: Useful links for resources and further research**).

- Acknowledge that children and young people have the right to feel that they can belong to more than one culture.

- Evidence suggests that positive relationships between students and staff (and students feeling supported by staff) are vital and one of the most important factors affecting sense of school belonging (Allen, 2018).

- Accept responsibility for meeting the needs of all children from minority ethnic communities, through the provision of an ethos that actively promotes inclusion and that recognises and celebrates all ethnic and cultural identities.

- In the case of majority white schools in which the experience of cultural diversity may be limited, books, film and other resources can used to initiate work around identity.

- Encourage teachers within their classrooms to create safe spaces to carefully and sensitively explore contemporary issues around belonging and barriers to belonging.

- Strive to understand, acknowledge and reflect on what might cause a barrier to a child or young person's sense of belonging, for example - the school ethos, the taught curriculum, the resources used in lessons and unconscious prejudices influencing micro behaviours.

- It is vital that we as practitioners consider that children come from varying backgrounds and these factors may affect the child.  For example, (in some cases) eye contact, consideration of war and political situations, separation from families, financial difficulties, implications of uniform, religious or cultural identity and its implications and being new to a white or multicultural environment.

- Invite parents into setting activities - they may have useful skills which can be used in your setting, for example reading a book in their own language.

- Principle: every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Development Matters in the
EYFS, 2012

## Approaches to teaching that foster belonging

Who feels a sense of belonging and who does not can be influenced by the school ethos, curriculum and resources, as well as unconscious prejudices influencing micro-behaviours. Therefore decolonising and diversifying the curriculum (see also: **Section 4**), ongoing training (see also: **Section 1**) and a whole-school reflective approach are key ways to ensure that a school is both inclusive and supportive of all ethnic identities, regardless of the ethnic makeup of the pupils and staff.

- Prioritising high-quality teacher-student relationships
- Creating a supportive and caring environment
- Offering emotional support
- Being sensitive to students' needs and emotions
- Trying to understand the students' point of view
- Respectful and fair treatment
- Fostering positive peer relationships and mutual respect among classmates to establish a sense of community
- Positive classroom management

Megan Pedlar, 2018

These factors can be supported through the adoption of restorative approaches in school. These are whole-school approaches to building positive school communities that focus on building empathy and restoring relationships, teaching skills and valuing all members of the school.

Mattering is closely linked with belonging and is an important aspect of school connectedness. Mattering is the feeling that others depend upon us, are interested in us and are concerned with what happens to us. It is helpful to reflect on what opportunities there are for students to make a difference in their school and to contribute to their school community. It is also important to consider how these contributions are noticed and valued by others.

"I am one of two people of colour in my school so I have had to be my own role model.  I want people younger than me to have someone to look up to who is ambitious and hard-working.  That is what is most important to me – helping those who are younger than me to find their own voice and make their own stand."

West Sussex pupil, 2021

"When I was in Year 8, another girl joined in Year 7 who was also Pakistani. I treated her like a little sister.  I didn't have that role model so I always felt like I had to be a role model for her. You feel like you have that responsibility to nurture the younger ones.  I have been through what they are going through.  I know exactly what it is like."

West Sussex pupil, 2021

### Useful Resources

For useful websites and resources that can help develop work around identity and belonging in your school, see: **Appendix 5 - Useful links for resources and further research**

For ideas and resources on identity and belonging relating to RHSE curriculum planning across all key stages, see West Sussex Education for Safeguarding (E4S).

## Case Study 3

Riley, 5 years old, has a dual ethnic background. He is in Reception and has recently begun to display behaviour at home that suggests he is unhappy with his appearance. He scratches at his skin and has said to his mother (who is white) that he doesn't want to look like he does anymore and has taken scissors to his already short hair. School have also noticed that he has become withdrawn.

Riley has an older brother called Leo in Year 3 who also has dual ethnicity but who hasn't ever raised any issue with his ethnicity or the way he looks.

Riley and Leo's mother has a meeting at the school to discuss how best to support him.

**What might be the issues here?**

Things to consider:

- Different children may verbalise their thoughts about their identities in different ways. (Riley's older brother has not expressed similar distress).
- How to be 'white' is normalised in majority white settings. Children who are not white may need to have their racial identity valued and affirmed.

**What is best practice for the school to do?**

- Explore sensitively and with the mother whether there have been any comments or exclusion from other children.
- Put extra support in for Riley that will look to boost his self-esteem e.g. a nurture group.
- Embrace this as an opportunity for learning for the school as a whole, rather than pertinent to this family alone.
- Increase the representation of diverse backgrounds and skin colours in the books, posters and resources that are in class, around the school and available for children to take home.
- Ensure a range of colouring pencils & pens are in all classes, suitable for a range of skin tones, e.g. Crayola's 'Colours of the World' pencils.
- Circle time, or books read in class about valuing difference and diversity and kindness e.g. Something Different by Jill Lewis - which is about an alien rather than putting the child concerned in the spotlight.
- Assemblies on positive black and mixed ethnicity role models through history, but also in current day and in a range of roles – ie. not just musicians and sportspeople.
- Consider what training might be needed by school staff.
- Ask Riley's mother how she is supporting the development of his identity at home so that school can reflect any approaches in order to best support Riley.
- Regular check-in with mother to see how things are going.
- Include supporting information in the regular newsletters for parents & carers.

# 6. Identifying & addressing racist incidents & issues

The absence of reported racist incidents is often taken as evidence that there is no racism or racial discrimination in a particular school.  However, this may be because the victim feels too isolated to report the abuse or doesn't trust that staff will deal with the incident sensitively. Low numbers of pupils from minority ethnic backgrounds can also lead to mistaken notions that ethnic equality is an irrelevant issue.

Schools should recognise that racist incidents or bullying behaviour is underpinned by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived).  Schools should commit to take action to prevent, challenge and eliminate any such behaviour.



"teach children about prejudice and that we should never judge a person's character by their physical appearance. Often in our society, […] there are presumptions of what a 'dangerous' person looks like […] We should remind our children that a person with a darker skin colour should not be associated with negative characteristics such as being dangerous or unkind, and that we should never judge a book by its cover."

A Parent's Guide to Black Lives Matter, p5

Through the school ethos and curriculum, governors, teachers, pupils, and parents should be helped to better understand the diversity in society is a positive thing and emphasis be paid to preventing racist incidents. Pupils should be encouraged to speak out in cases of injustice and racism. Schools should address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through actions and  responses.

## Addressing and responding to racist incidents and racist bullying

Professional judgment and sensitivity need to be applied as to the nature of the intervention.  In some West Sussex schools, where there are relatively few pupils from minority ethnic backgrounds, intervention needs to be sensitive to their feelings of being isolated following a racist incident and should not further isolate the pupil.  Regardless of this, all racist incidents and racist bullying needs to be logged so there is a clearer understanding of the issue within the school. Ofsted are likely to ask to see this at inspection. It is recommended that schools record and report hate incidents using the West Sussex multi-agency online form: www.westsussex.gov.uk/hatecrime and use their own school-based recording and monitoring processes to maintain details of each incident.

For further advice see: **Appendix 2 – Hate Incidents: Definitions and guidance**

The response to racism must be understood as an educational issue. There should be some form of reaction or response from the school to every incident that is seen or overheard.

Ultimately, the rationale underlying the reaction to racism is to work towards building and maintaining a culture of respect within the school.

What are the barriers to school staff dealing effectively with such incidents?

- The extra work and commitment needed for the follow-up, including the completion of appropriate paperwork
- Staff do not feel equipped to deal with incidents and may fear getting it wrong
- Lack of a common language to respond to such incidents in schools
- Insufficient support from the top
- The fear of intimidation or threatened court action from the parents/carers
- The inexperience of NQTs and lack of induction package to support a consistent reaction
- Not wanting to label the child as racist, especially if they are young

What are the implications of not dealing effectively with such incidents?

- To seem to be condoning the racist incident or bullying behaviour
- The racist incident or bullying could worsen
- Victim could lose trust in the school, policies and teachers
- Victim could experience exclusion from peer group
- Victim could experience issues with mental health and wellbeing
- The perpetrator will have modelled behaviour which they and others may consider to be acceptable
- Negative impact on Ofsted judgement for the school

> "Not many teachers know what to do when somebody experiences racism. It can be difficult to know what to say and what is appropriate. When people in my school have gone to teachers to ask for help, they have either been asked to apologise for their own identity or teachers have dismissed it as solely a bullying issue, rather than realising that there is a depth to it."
>
> West Sussex pupil, 2021

Schools should address, monitor and respond to all racist incidents giving support to the individual pupils involved and aim for a positive outcome. Staff should be equally open and supportive in their response to racist incidents involving pupils from different ethnic backgrounds, including those with White European or Traveller heritage.

Racist incidents that constitute a criminal offence must be reported to the police.

> "There is a punishment if someone swears but not if someone is racist. There are no posters up with a policy for when someone is racist. And that is an issue, isn't it?"
>
> West Sussex pupil, 2021

For further advice on identifying and recording hate incidents, see **Appendix 2 - Hate Incidents: Definitions and guidance**

See also the [West Sussex Hate Crime & Hate Incident web page](#), which includes a guidance document: "Hate-Motivated Incidents: Guidance for Schools"

For useful websites and resources that can help challenge racism in your school, see **Appendix 5 - Useful links for resources and further research**

## Case Study 4

An adopted Black African boy had joined Year 9. The child had been at the school for three months and spoke English well.  A racist incident occurred in which the pupil was told to 'go back to where you came from' by a white pupil. The pupil retaliated by pushing the white pupil. Both children were internally excluded. When the black child's white father heard about the incident from his son, he found out that this wasn't the only time this had happened. The father felt that the school hadn't done enough to address the bullying and felt let down by the school. He felt that the school hadn't followed its own anti-bullying policy and had seen it as a behaviour issue only.

A multi-professional meeting was called involving the parent, the Deputy Head, the Designated Safeguarding Lead and the Local Authority's Safeguarding Officer to try and resolve the situation.

### What are the issues here?

The child is newly arrived. How welcome has he been made to feel? Have there been any efforts to help him build friendships in the school? Has there been contact with the father to find out how he thinks the child is settling in? Is the child dealing with any trauma from the country he has left?

### What is best practice for the school to do?

- Ensure the incident is logged as a hate incident, on both the school's internal systems and using the West Sussex multi-agency online form:
www.westsussex.gov.uk/hatecrime

- In order to try and achieve a more positive and longer lasting resolution, efforts must be taken to help the perpetrator understand the meaning and proper effect of what they have said or done and learn why the behaviour is wrong, through conversation, as well as sanction.

- See this as a whole-school opportunity to review the school's Equality Policy and Anti-Bullying Policy.  Involve pupils and parents in the development of the review.

- Consider how cultural diversity is embedded across the curriculum. Can drama or role play be used to explore these issues and develop understanding for example? This may be particularly useful in discussing the role of bystanders and for exploring other forms of prejudice.

- Celebrate Black History Month and a range of faith festivals.

- Take a Diversity Walk around the school to see how visibly contemporary British diversity is reflected around the school in imagery, displays and resources.  Are the displays balanced?  Do they promote 'othering' or make reference only to poor or stereotypical views of certain communities, countries or continents?  (See also **Appendix 4 - Diversity Walk Template**)

- Consider setting up an 'equality group' for pupils as a safe space for pupils to discuss issues, socialise and get support.  (This could be inclusive of pupils from a range of minority groups e.g., inclusive of LGBTQ+ pupils)

- Include equality monitoring in pupil wellbeing surveys.  Analyse survey data by ethnicity in relation to questions about feeling safe and included.

- Set up a confidential mechanism for pupils to report hate incidents and prejudice-based bullying.

- Check in regularly with both the pupil and his father.

- Consider a peer mentor if a scheme was already in place and successful.

- Implement additional support for the white pupil to overcome ongoing racist behaviour and personal issues that they may have.

# 7. Auditing and monitoring policies for school / setting

Schools should commit to monitor and regularly review all school policies from the perspective of pupils, staff and parents from different ethnic backgrounds.  There are a wide range of policies where particular consideration should be given to the ways in which their design and implementation may impact on individuals differently on the basis of their ethnic identity and/or religion.

If policies have originally been written solely from a White British or narrow ethnic perspective, it is important to ask if more could be done to consider the unforeseen impacts on individuals from other backgrounds.  For example, do uniform and hair policies take into account a range of religious and cultural values? Has enough consideration been given to pupils with Afro-textured hair?  Have the effects of unconscious bias been considered when developing behaviour policies or reward systems?  Have views been sought from a range of cultural or ethnic groups when planning the school's extra-curricular offer?  Does the curriculum policy reflect the school's commitment to anti-racism?  And is the school's inclusive approach to policy demonstrated and clearly visible throughout the school website?

The following list is a starting point for this work.  To be most effective, it is recommended that senior leaders engage with a range of stakeholders from different ethnic backgrounds to consider which policies should be reviewed in this way, within the context of the specific setting.  Policies to consider may include:

- Admissions
- Attainment in all curriculum areas
- Attendance
- Attendance at parental consultations
- Awards and rewards
- Charging and remissions
- Disciplinary sanctions
- Exclusions
- Governing body representation and retention
- Participation in extra-curricular activities
- Racist incidents and action taken
- Relationships, Sex & Health Education (RSHE)
- Selection and recruitment of staff
- Staff development
- Supporting pupils with medical conditions
- Uniform and hair policies

## Best Practice

One approach is to establish a working group with representatives across the school community who can work together on development, monitoring and review of your equality policy, alongside offering an equality perspective on all other policy areas.



It is suggested that it is part of the working group's role to periodically review all policies, practices and procedures relating to ethnicity, and to report annually on their findings to the governing body.

One example is to specifically consider how hair is viewed within the school. The Halo Collective is an alliance of organisations and individuals working to raise awareness of hair discrimination. Their website hosts videos, stories and other resources to help better understand how hair and uniform policies can discriminate against individuals from minority ethnic backgrounds. They invite schools to sign up to their Halo Code pledge to build an ethos of equality and respect, embracing all Afro-hairstyles:

*"The Halo Code explicitly protects students and staff who come to school with natural hair and protective hairstyles associated with their racial, ethnic and cultural identities. By adopting the Halo Code, schools are proactively taking a stand to ensure that no member of their community faces barriers or judgments because of their Afro-textured hair."*

www.halocollective.co.uk/halo-school

## Data

Raising expectations and achievement relies on regular, consistent and comprehensive data monitoring. Data are used to set targets for achievement at school, department and individual pupil level. In this way it is possible to develop an accurate view of the progress of pupils from different ethnic and linguistic backgrounds across different subject areas to identify areas for intervention and to challenge stereotypes.

For further information on the Public Sector Equality Duty and considerations of people with protected characteristics, see previous section: **Legislative Framework**

# 8. Recruitment, retention and support for staff from minority ethnic backgrounds

## Recruitment

In seeking to create a fully inclusive school environment, it is important to consider the extent to which the staff team is representative of the diversity of pupils on roll. This may influence the experience of pupils and the extent to which they feel represented by their teachers, as well as the relationship between school and families and the perception from the wider community where the school is located.

Policies and advice on fair recruitment practices can be found on the Human Resources page of the West Sussex Services for Schools site. *(Please note, you will need to be signed up to the relevant SLA to access these documents).* Further advice can be sought from West Sussex HR Professional Support: hr.professional.support@westsussex.gov.uk or 0330 2222 422



## Retention and support

Schools may find that it is staff from minority ethnic backgrounds who are experiencing racism and prejudice from their pupils, the parents and carers of pupils, or other colleagues. Schools are encouraged to:

- create a staff culture that encourages everyone to feel empowered to raise examples of racist incidents, inequalities, barriers or microaggressions without fear of being perceived as "difficult" or seen in a negative light.

- ensure that staff are supported appropriately and that all racist incidents against staff are acknowledged and transparently and consistently addressed.

- support and encourage staff from minority ethnic backgrounds to access appropriate progression and leadership development programmes, including formal and informal networks.

The BAMEd Network (Black, Asian & Minority Ethnic Educators Network) is "a tangible support network to equip teachers and leaders with the tools to progress into and through the workforce." Their website includes a wide range of resources for schools, as well as opportunities to access local and national networks and signposting to coaching & mentoring support for BAME educators.

The following documents can be found on the West Sussex Services for Schools site:

- Model School Policy Statement on Equality & Diversity in Employment
- Model Grievance Policy for All School Staff
- Model Policy Statement on Behaviour at Work for all school based staff
- Model Confidential Reporting Policy for Schools in West Sussex
- How to raise a behaviour related grievance
- Definitions of bullying, harassment & victimisation

*(Please note, you will need to be signed up to the relevant SLA to access these documents)*

**Further advice can be sought from West Sussex HR Professional Support:**
**hr.professional.support@westsussex.gov.uk  or 0330 2222 422**

Senior school leaders, regardless of their own ethnicity, have a responsibility to support career development for all current and prospective staff, but particularly for those groups which are under-represented in the workforce.  This is also important to enable the staff body to be more representative of the community served by the school:

- Encourage teachers and leaders from minority ethnic backgrounds to apply for leadership positions.  This should go beyond ritual "we particularly welcome applications from groups under-represented in the current workforce".

- Provide training for school governors and others involved in staff recruitment and selection, to address covert racism.  Consider unconscious bias training for senior leaders and reflect on the role that this can play in recruitment decision-making.  Could the removal of names from applications make short-listing processes fairer?

- Encourage parents from all community groups to engage with the school, as governors and in other ways.

- Stimulate succession planning, especially for teachers and leaders from minority ethnic backgrounds, by providing leadership opportunities, both informal and informal.  One example would be to enable middle leaders to attend SLT meetings.

- Make it clear, at public and staff events, that racist attitudes and discrimination are wholly unacceptable.

These steps, taken collectively, have the potential to change the climate for minority ethnic professionals and to develop a wholly inclusive, non-racist school ethos, which should also inspire pupils, parents and the local community.

*(Adapted from 'Talent, Determination and Resilience', T Bush in Race, Education and Educational Leadership in England: An Integrated Analysis, edited P Miller, 2019)*

For further information on developing knowledge and awareness among governors and senior leaders, including addressing the need to use appropriate terminology, see:
**Section 1. Developing racial literacy amongst senior leaders, governors and all staff**

# Appendix 1
## Race Equality Checklist for Schools

- [ ] We have an equality policy in place. This was reviewed ……………. Parents know how to access this.

- [ ] Teachers, other school staff and volunteers have received training.

- [ ] Governors have received training.

- [ ] We know the minority ethnic make-up of our school.

- [ ] We know the rates of attendance, exclusion and attainment data by minority ethnic background.

- [ ] We know the languages spoken by our children and parents.

- [ ] Any correspondence is made as accessible as possible and is translated, if required.

- [ ] Interpreters are provided if needed for parent-teacher meetings.

- [ ] Identity and belonging are explored as part of PSHE/RSE.

- [ ] We have conversations with pupils that explore race and racism (this could be initiated through pupil surveys).

- [ ] We facilitate pupils contact with other cultures through resources in the school, e.g. books with contain diverse images, dolls and role-play equipment and by including works by black artists and writers as part of the curriculum.

- [ ] We have linked with other schools that are more ethnically diverse to support understanding of different backgrounds.

- [ ] A range of minority ethnic cultures are represented in displays around the school.  These are shown as contemporary, as well as traditional, cultures.

- [ ] We have a multi-faith calendar available for staff (examples in **Section 2**).

- [ ] Minority ethnic histories, including Britain's role in colonisation and migration, are taught as part of the history curriculum.

- [ ] Black History Month, South Asian Heritage Month & Gypsy Roma Traveller History Month are celebrated.

- [ ] All staff understand the process for reporting and recording a racist incident or racist bullying.

- [ ] All pupils know how to report a racist incident or racist bullying.

- [ ] All staff know how to support a child who reports a racist incident or racist bullying.

- [ ] We monitor recruitment and retention of staff from minority ethnic backgrounds and actively support staff progression.

- [ ] We ensure all incidents of racism or discrimination against staff from minority ethnic backgrounds are acknowledged and addressed.

- [ ] An equality working party (which includes parents) is in place to monitor the equality policy and race equality work in the school.

*Adapted from 'Race Equality in East Sussex Schools', 2020*

# Appendix 2
## Hate Incidents: Definitions and guidance

Definitions can be problematic. However, the process of examining, debating and reviewing definitions is vital to anti-bullying and equality work. The following definitions are based on national and West Sussex guidance. The definitions are provided here to inform the statements and definitions that appear within individual school / college / settings policies. School staff and pupils will then be able to use them as a guide when identifying, recording and reporting bullying and hate incidents. Both bullying and hate incidents have the potential to do harm to individuals, groups and communities, but responses to these behaviours may differ. In particular, the cumulative impact of ongoing persistent bullying on mental health should be recognised and acted upon.

### Definitions

### What is 'a hate incident'?

A 'hate incident' refers to **actions or words that are targeted at a person because the perpetrator is hostile, or prejudiced, towards an aspect of the victim's identity or characteristics**. The law identifies five 'strands' for particular protection:

- race or ethnicity
- disability
- religion or belief
- sexual orientation
- transgender status.

### Examples of Hate Incidents

Hate incidents can consist of; verbal abuse or insults e.g. detrimental comments, abusive language and "jokes" relating to race, religion, disability/learning difficulties, gender/gender identity; insulting gestures, abusive telephone calls, offensive messages.

Anyone could be a victim of a hate incident or hate crime, and these are not defined by the intentions of the perpetrator. Instead, **if the victim or person witnessing it believes or perceives** that an incident was motivated by prejudice or hostility towards an aspect of the victim's identity or characteristics, such as their race, religion, disability, sexual orientation, or transgender status, then **it should be treated and recorded as a hate incident**.

### What is 'a hate crime'?

"Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate" (ACPO 2005).

Hate crime should be reported directly to the police

Note: The underpinning rationale behind a hate incident is perception. It is the perception of the victim or any other person (e.g. a witness) that is the determining factor.

## What is 'bullying'?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally" (DSCF, 2007)

This behaviour can include:

- **Verbal bullying** e.g. making personal threats, name calling, nasty comments or jokes
- **Physical bullying** e.g., hitting, kicking, poking, punching, pushing, shoving, slapping, tripping or spitting, inappropriate touching or being forced to do things you don't want to do.
- **Indirect**, e.g., ignoring, or excluding someone from the group e.g. not including them in activities, gossiping or spreading rumours, dirty or intimidating looks stealing, damaging belongings, targeted graffiti, or gestures.
- **Cyber bullying** e.g., sending threatening comments via email, text messages or Facebook, or taking humiliating, pictures or video, clips which are then sent or shared with others.

## What is 'prejudice-based bullying'?

Bullying behaviour motivated on grounds of an individual's gender, gender identity, ethnicity, body image/size, sexuality, disability, age, religion or belief.

## What this means for schools

As hate incidents and hate crimes are a form of discriminatory behaviour and/or harassment, as well as often constituting crimes in their own right, schools have a legal duty to take action when they become aware of them. This is contained within UK legislation and also the Ofsted inspection framework.

Ofsted expectations indicate that the recording of and responses to racist incidents is managed appropriately at school level in line with schools' own policies around inclusion and equalities in order to provide effective safeguarding and an outstanding quality of education for students.

## Schools should:

- Take steps to inform students and staff of what hate incidents are;
- Be able to identify hate incidents and have robust procedures in place to respond to them;
- Record and report hate incidents when they are identified using the West Sussex multi-agency online form: www.westsussex.gov.uk/hatecrime
- Use their own school-based recording and monitoring processes to maintain details of each incident.

## Reporting hate incidents using the West Sussex multi-agency online form allows:

- All racist incidents to be collated centrally
- Help to inform partnership responses to racist and other hate incidents
- Provide an opportunity for a child subject to a racist incident (and/or their family) to access free, confidential support from the countywide Hate Incident Support Service (operated by Victim Support) if they wish.

**It is important to note that good practice is for schools to follow the same process for homophobic, transphobic, and disablist incidents, as those motivated by ethnicity or faith.**

## Support and guidance

The current 'Hate Incident Guidance for Schools' document is available on the Hate Crime and Hate Incidents page of the West Sussex Services for Schools website.

Help is also available from:

- WSCC's Community Safety and Wellbeing Team: communitysafety.wellbeing@westsussex.gov.uk

- Hate Incident Support Service: sussexhateincidentreport@victimsupport.org.uk  or phone: 0808 168 9274 (Freephone).

WSCC's Community Safety and Wellbeing Team can also offer training and further resources for staff and students.

For useful websites and resources that can help challenge racism in your school, see:
**Appendix 5 - Useful links for resources and further research**

# Appendix 3
## Suggested reading lists for children (KS1 & KS2)

**PLEASE NOTE: West Sussex Schools Library Service periodically update their recommended booklists on a range of themes. The booklists below are accurate as dated 1st June 2021.**

For more recent updates and a wider range of book lists, including lists of books written and illustrated by members of minority ethnic communities, please use the following links:

West Sussex Schools Library Service booklists: https://schools.westsussex.gov.uk/Page/1101

West Sussex Library Service booklists: https://www.westsussex.gov.uk/libraries/more-library-services/library-services-for-children-and-young-people/library-booklists-to-support-children/
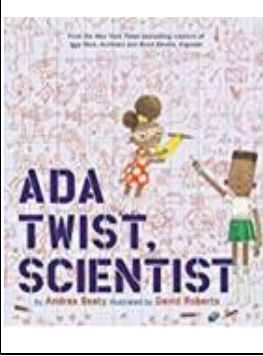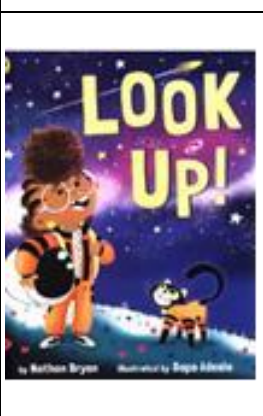
## West Sussex Schools Library Service
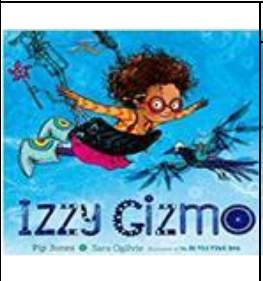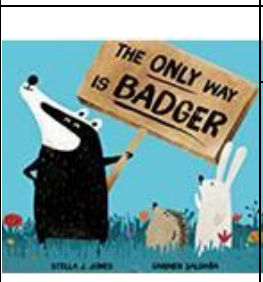
## Diversity & Inclusion Key Stage 1
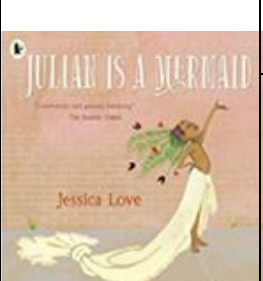
Compiled in partnership with EMTAS (Ethnic Minority & Traveller Achievement Service) this booklist is a selection of books which are available by request from the Schools Library Service.
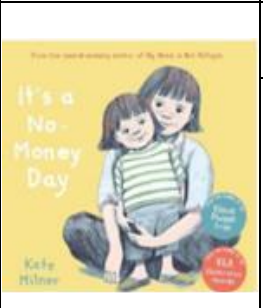
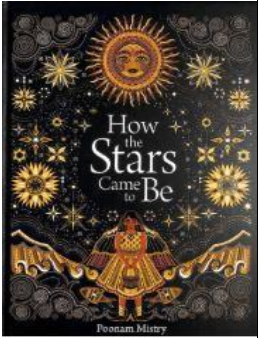|  | Author | Title | ISBN | Price £ |
|---|---|---|---|---|
| **Key Stage 1 Picture Book Stories** | | | | |
|  | Lauren Ace | *The Girls* | 9781848578432 | 6.99 |
|  | Four little girls meet under an apple tree and form a friendship that lasts for years. We follow our foursome as they share their secrets, worries and dreams, and watch as they grow up together and change from girls into women. Each girl takes her individual path, whilst always staying part of the others' lives, wherever their journeys take them. Showing positive images of different cultural practices, e.g weddings, as well as young women from diverse backgrounds achieving their goals. | | | |
|  | Steve Antony | *Amazing* | 9781444944716 | 6.99 |
|  | A little boy and his pet dragon are the very best of friends. They laugh, they sing, they dance, they snooze. They are both amazing - just like everyone else! A celebration of friendship and being yourself with a positive message about celebrating diversity. The perfect platform to start conversations about the importance of understanding and acceptance. | | | |

| | Margaret Bateson-Hill, illust. Karen Littlewood | *Leah's Star* | 9781907825255 | 12.99 |
|---|---|---|---|---|
| | Little Leah is very concerned about the couple who come seeking a room at her father's inn. The woman is about to have a baby - and there is nowhere for them to stay except the stable. This is a heartwarming retelling of the traditional Nativity story. | | | |
| | Andrea Beaty | *Ada Twist, Scientist* | 9781419721373 | 12.99 |
| | Ada Marie is a curious child. Saying nothing until the age of three, she suddenly starts asking her parents, 'Why?' 'What?' 'How?' and 'When?' at every available opportunity. As Ada grows up, her curiosity wreaks havoc at school, but she has all the traits of a great scientist. Ada Twist responds to the call for greater representation of girls - and girls of colour - in STEM subjects. (Other titles in this series include: Ada Twist and the Perilous Pantaloons; Rosie Revere, Engineer; Iggy Peck, Architect.) | | | |

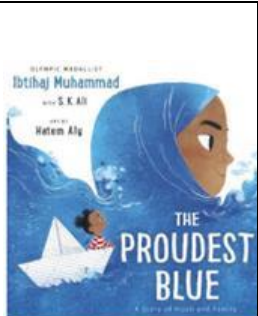| | Sebastien Braun | *Raj and the Best Holiday Ever* | 9781787415157 | 6.99 |
|---|---|---|---|---|
| | Raj and his dad are going camping. They've packed everything they need and Raj knows they are going to have an amazing time. Once they get there, however, they find they have to contend with wind, rain and a family of very noisy bears. Showing a positive example of a father taking on the role of entertaining his child and keeping their spirits up despite the challenges put in front of them. | | | |
| | Nathan Bryon illust. by Dapa Adeola | *Look Up!* | 9780241345849 | 6.99 |
| | Rocket is eagerly looking forward to the arrival of a meteor shower, and she gets her whole community interested in observing its arrival. Her brother Jamal, always on his phone, is most reluctant to accompany her to the sighting. It's a long wait, but finally Rocket tells everyone to look up, and the group enjoys a most amazing view. A heartwarming and redemptive tale of siblings and stars. | | | |
| | Gaia Cornwall | *Jabari Jumps* | 9781406380873 | 7.99 |
| | Jabari is definitely ready to jump off the diving board. He's finished his swimming lessons and passed his swim test, and he's a great jumper, so he's not scared at all. "Looks easy," says Jabari, watching the other kids take their turns. But when his dad squeezes his hand, Jabari squeezes back. He needs to figure out what kind of special jump to do anyway, and he should probably do some stretches before climbing up onto the diving board. A simply told tale with expressive illustrations depicting Jabari overcoming his fears. | | | |

| | Mel Elliott | *The Girl With Two Dads* | 9781405292436 | **6.99** |
|---|---|---|---|---|
| | Pearl is sure that Matilda's family must be very different to her own but, as they become friends, she starts to discover that maybe Matilda's family aren't so different after all. A tale of friendship featuring a same-sex parent family and celebrating all that which makes us different and similar to one another. | | | |
| | Mo Farah | *Ready Steady Mo!* | 9781444934076 | **6.99** |
| | Follow Little Mo on his adventures as he runs through parks, playgrounds and even space. A colourful rhyming picture book from Olympic gold-medal winner Mo Farah, Kes Gray and illustrator Marta Kissi. | | | |

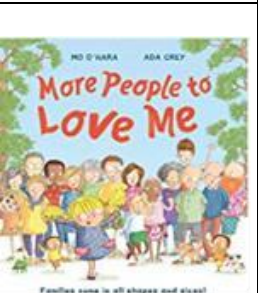| | Pip Jones | *Izzy Gizmo* | 9780857075130 | **6.99** |
|---|---|---|---|---|
| | Izabelle Gizmo just loves to invent, but her inventions never seem to work the way she wants them to. And that makes her really cross! When she finds a crow with a broken wing she just has to help. But will she be able to put her frustrations to one side and help her new friend to fly again? | | | |
| | Stella J Jones | *The Only Way is Badger* | 9781848699403 | **6.99** |
| | Badgers are best. Or so Badger thinks. "If it's not black and white then it's just not right!" he says. But what if he's wrong?  A book about acceptance, difference and learning to say sorry. | | | |
| | Jessica Love | *Julian is a Mermaid* | 9781406386424 | **6.99** |
| | While travelling home with his Nana one day, Julian notices three women spectacularly dressed up. When Julian gets home, daydreaming of the magic he's seen, all he can think about is dressing up just like the ladies and making his own fabulous mermaid costume. But what will Nana think about the mess he makes - and even more importantly - what will she think about how Julian sees himself? | | | |
| | Kate Milner | *It's a No-Money Day* | 9781781128817 | 6.99 |
| | This beautifully understated picture book lays out in very simple terms a day in the life of a mother and child who use the local food bank. Sensitively portrayed and gently uplifting, the family find the joy in little things on a challenging day. This is an ideal text to promote empathy and to share and discuss with all ages. There is another title by the same author 'My Name is not Refugee' with a similar sensitivity covering the topic of refugees. | | | |

| Poonam Mistry | *How the Stars Came to Be* | 9781849766630 | 12.99 |
|---|---|---|---|
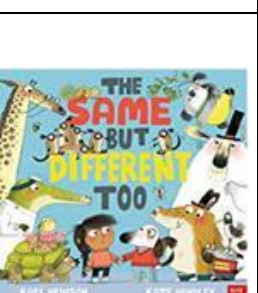
When the moon disappeared for a few nights each month, the fisherman's daughter would worry about her father and how he would find his way home from sea in the deep darkness. When the sun finds her sobbing one night, he takes one of his rays and smashes it onto the ground, creating the stars and giving the girl the task of putting them into the dark night sky.

An artistic visually detailed traditional tale of adversity and resilience.

'You're Safe' 'You're Strong' and 'You're Snug' series by Chitra Soundar are also illustrated by Poonam Mistry and similarly encourage resilience and security.
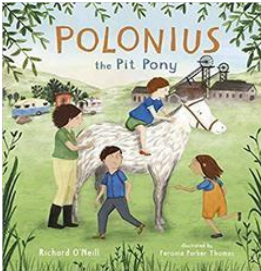
| Ibtihaj Muhammad, S.K. Ali & \| Hatem Aly | *The Proudest Blue* | 9781783449729 | 7.99 |
|---|---|---|---|

Asiya's hijab is like the ocean and the sky, no line between them, saying hello with a loud wave. It's Faizah's first day of school, and her older sister Asiya's first day of hijab - made of a beautiful blue fabric. But not everyone sees hijab as beautiful. In the face of hurtful, confusing words, will Faizah find new ways to be strong? This is an uplifting, universal story of new experiences, the unbreakable bond shared by siblings and of being proud of who you are.

| Chris Naylor-Ballesteros | *The Suitcase* | 9781788004480 | 6.99 |
|---|---|---|---|

An unusual creature arrives in a new place and is met with suspicion and mistrust by those he first encounters - each of whom has a different perspective and suggestion for what they should do. Thankfully, they eventually realise kindness is the way and their thoughtful gesture brings the group together.

| Karl Newson & Kate Hindley | *The Same But Different Too* | 9781788004008 | 6.99 |
|---|---|---|---|

These children and animals are all very different to each other. Some are big, some are small. Some are gentle, some are rough. Everyone is playful, but who's the best at hiding? One thing's certain: they all love a good bedtime story!
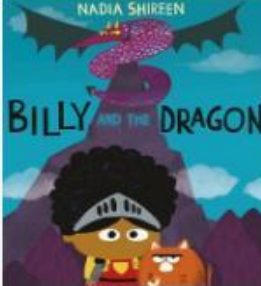
| Mo O'Hara | *More People to Love Me* | 9781509821297 | 6.99 |
|---|---|---|---|

This little girl's family is huge and shows that families come in all shapes and sizes! The only way to show how huge would be to draw a family tree. With a step-mum, a step-dad, four brothers and sisters, and a whole lot of grandparents, her family tree has a lot of branches – and a lot of people to love her.
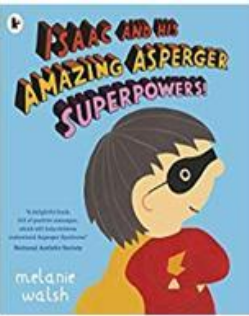
| | | | |
|---|---|---|---|
| **Richard O'Neill** | *Ossiri and the Bala Mengro* | **9781846439247** | **6.99** |

A Traveller girl creates her own musical instrument from a willow branch and lots of recycled objects. She plays it enthusiastically, but it sounds terrible! Ignoring warnings not to awaken the ogre in the hills, Ossiri goes there to practise playing her instrument. Will she wake the ogre, and will it appreciate her playing? Told by a Romani storyteller, this original tale offers a fascinating insight into Travelling lifestyles and cultures.

| | | | |
|---|---|---|---|
| **Richard O'Neill** | *Polonius the Pit Pony* | **9781786281852** | **6.99** |

When Polonius the pit pony escapes from the coal mine he's worked in all his life, he joins a family of Travellers. Although he enjoys the freedom and the fresh air that their lifestyle offers, he wishes he could give something back to the family in return. Based on true events, this story bears witness to the Traveller values of independence, initiative, courage and hard work.

| | | | |
|---|---|---|---|
| **Lupita Nyong 'O & Vashti Harrison** | *Sulwe* | **9780241394328** | **12.99** |

Sulwe's skin is the colour of midnight. She's darker than everyone in her family, and everyone at school. All she wants is to be beautiful and bright, like her mother and sister. Then a magical journey through the night sky opens her eyes and changes everything. Lupita Nyong'o creates a whimsical and heartwarming story to inspire children to look beyond the surface and see their own unique beauty. Also a perfect example of children's books reflecting reality and representing people of colour in every day situations.
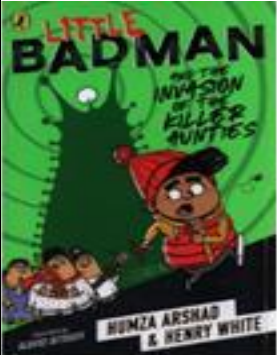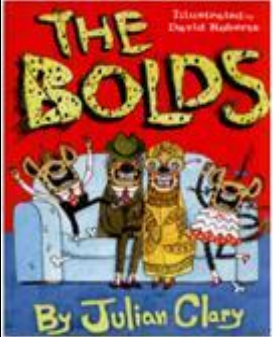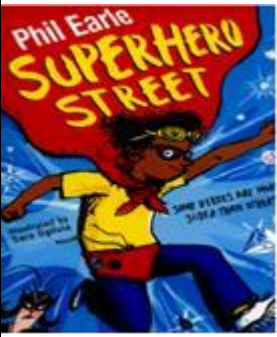
| | | | |
|---|---|---|---|
| **Matt de la Pena** | *Last Stop on Market Street* | **9780141374185** | **6.99** |

CJ begins his weekly bus journey around the city with disappointment and dissatisfaction, wondering why he and his family can't drive a car like his friends. Through energy and encouragement, CJ's nana helps him see the beauty and fun in their routine. A simple, yet evocative story between a boy and his wise grandmother which represents urban life and ethnic, cultural and socio-economic diversity.
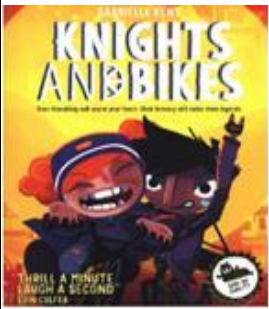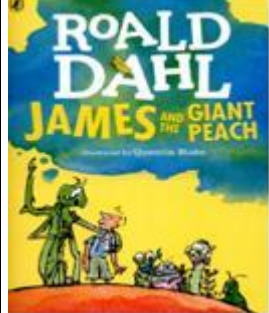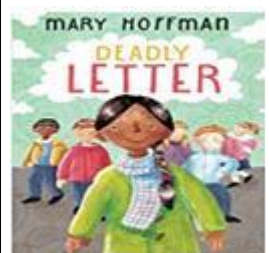
| | | | |
|---|---|---|---|
| **Nadia Shireen** | *Billy and the Dragon* | **9780857551351** | **6.99** |

Fearless heroine Billy is back! Whilst at a fancy-dress party, something terrible happens: Billy's loyal sidekick Fatcat is kidnapped by a fire-breathing dragon. Uh-oh! But luckily for Fatcat, Billy won't stand for that: off she goes on a brave rescue mission.

A fun fairytale adventure with a twist.

| Melanie Walsh | *Isaac and His Amazing Asperger Superpowers!* | 9781406373141 | 7.99 |
|---|---|---|---|
| Isaac may look like everyone else, but he actually has superpowers that make him different from his brother and his classmates. Some kids don't understand that and call him names. Even though he's not really a superhero (he has Asperger syndrome, which means his brain works a little differently) he does love to play superheroes with his brother, who understands him. Isaac's first-person narrative helps us see the world through the eyes of a child with the high-cognitive type of autism spectrum disorder commonly known as Asperger syndrome. |||| 

# Diversity & Inclusion Key Stage 2

## LOWER KEY STAGE 2 STORIES

| Humza Arshad | *Little Badman and the Invasion of the Killer Aunties* | 9780241340608 | 6.99 |
|---|---|---|---|
| Humza Khan is the greatest 11-year-old rapper Eggington has ever known: he is Little Badman and he is destined to be rich and famous. But when Humza's music teacher is taken ill his Auntie steps in as substitute. When other teachers start to disappear, with more Aunties appearing in their place, Humza knows something isn't right. With the help of his elderly Uncle and friends Umer and Wendy, Humza discovers that the suspicious Aunties might not be as friendly as they seem. Now he must find a way to destroy them before they take over the world.

A fun, easy, fast paced and heartwarming read, great for sharing. ||||
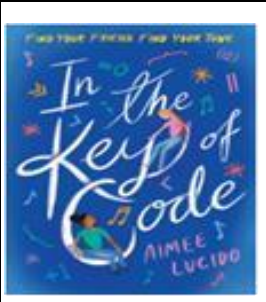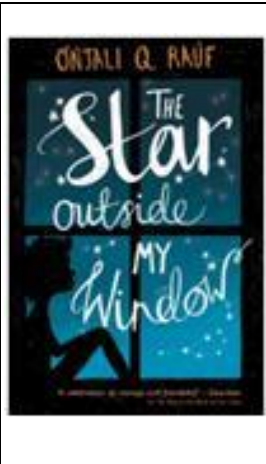| Julian Clary | *The Bolds* | 9781783443055 | 6.99 |
| Mr and Mrs Bold are just like you and me: they live in a nice house, they have jobs (like writing Christmas cracker jokes) and they love to have a bit of a giggle. One slight difference: they're hyenas. So far, they've managed to keep things under wraps. But the nosey man next door smells a rat. Could this be the end of Teddington's best-kept secret. Whatever will the neighbours think? Themes of practising tolerance and challenging assumptions about immigration are hidden under the heartwarming humour of this easy read. There are four titles in this series by Julian Clary. ||||
| Phil Earle | *Superhero Street* | 9781444013887 | 6.99 |
| Mouse is desperate to be a superhero - to find that power that will make him stand out in the crowd. But his every attempt ends in failure. He can't even get any attention at home as his five brothers (triplets AND twins) take every second of mum and dad's attention. Then mum foils a bank robbery while on duty as a lollipop lady and she and Mouse are lauded as superheroes. Great example of an ordinary multi-ethnic family on an ordinary urban street dealing with every day challenges in a humorous way. ||||

| Gabrielle Kent | *Knights and Bikes* | 9781999642501 | **6.99** |
|---|---|---|---|
| Welcome to the sleepy island of Penfurzy, where nothing exciting ever really happens. Or does it? Adventure awaits Demelza and her new best friend in the whole world, Nessa, as they explore the island and uncover the mysteries of the Penfurzy Knights. The first book from a new publisher, Knights Of, aimed at publishing more inclusive children's books, it also includes an anti-colonisation message. |

| Roald Dahl | *James and the Giant Peach* | 9780141365459 | **6.99** |
|---|---|---|---|
| James Henry Trotter lives with two aunts: Aunt Sponge is enormously fat with a face that looks boiled and Aunt Spiker is bony and screeching. He's very lonely until one day something peculiar happens. At the end of the garden a peach starts to grow and GROW AND GROW. Inside that peach are seven very unusual insects - all waiting to take James on a magical adventure. |

| Maria Farrer Daniel Rieley | *Me and Mister P: Joe's New World* | 9780192766533 | **6.99** |
|---|---|---|---|
| Joe finds himself challenged when he moves with his mum and dad to another country. Fortunately for the family they have an unexpected guest in the form of Mister P, a polar bear. Joe is missing his friends and the familiarity of home and struggling to adapt to his new environment. Though it is rarely mentioned, Joe also has the additional challenge of being a wheelchair user which presents issues that most children do not have to deal with. However Joe does not let this undermine his overall upbeat and jokey personality and with the help of Mister P he tackles the challenges head-on. |
| This is a funny story about an average boy who just happens to be disabled. |

| Mary Hoffman | *Deadly Letter* | 9781781123683 | **O/P** |
|---|---|---|---|
| Prity wants to play with the other children at school, but it's hard when you're the new girl and you don't know the rules. It doesn't help when you're saddled with a name that sounds like a joke. This is a tale of fitting in and deals in a sensitive way with some of the issues children may experience when mixing with others unlike themselves. It shows how to handle those challenges in a positive way. |

| Tom McLaughlin | *The Accidental President* | 9780192758989 | **6.99** |
|---|---|---|---|
| On a visit to the US, things take a strange turn for 12-year-old Ajay when, completely at random and totally by accident, he is sworn in as the new president. Well, I guess he can't be any worse than that guy who had the job before him, right? Wrong. It's quite easy for power to go to your head and Ajay, overwhelmed by it all, goes rogue. Soon he's too busy ordering sparkly capes and enforcing the new national spider plan to spot the dastardly plot unfolding right under his nose. |

| Zanib Mian | Planet Omar: Accidental Trouble Magnet | 9781444951226 | 6.99 |
|---|---|---|---|
| Omar is a funny, inquisitive and ordinary boy from an ordinary family who happens to be Muslim. Omar faces challenges in his new school, where he is told to go back to 'his own country' by class bully Daniel. But this is his country, and how could he possibly go 'back to Pakistan' when he's never been there, can't speak the language and the pizza is yuck? Non-Muslim readers will find they've unconsciously learned a massive amount about the Islamic faith and culture, while Muslim readers will have a wonderful (and sadly rare) experience of reading about a family like theirs. There are 3 titles in this series. | | | |

# UPPER KEY STAGE 2 STORIES

| Jasbinder Bilan | *Asha and the Spirit Bird* | 9781911490197 | 6.99 |
|---|---|---|---|
| Asha's father has gone to the big city to work in a factory, having promised to send money home, and to return to their village in the Himalayan foothills for Diwali. But when the money stops arriving and her mum runs into trouble with a lender, Asha makes a big, brave decision. She will cross the world's highest mountains to find her father. Accompanied by best friend Jeevan, and with the magical, protective presence of her nanijee – her grandmother's spirit bird – Asha sets out on a truly transformative journey of a lifetime. Uplifting and enlightening, this is an easy read that will broaden the mind and inspire resilience and courage in the face of adversity. | | | |

| Sita Brahmachari | *Where the River Runs Gold* | 9781510105416 | 6.99 |
|---|---|---|---|
| Shifa and her brother, Themba, live in Kairos City with their father, Nabil. The few live in luxury, whilst the millions like Shifa crowd together in compounds, surviving on meagre rations.  The bees have long disappeared; instead children must labour on farms, pollinating crops so that the nation can eat. The farm Shifa and Themba are sent to is hard and cruel. Themba won't survive there and Shifa comes up with a plan to break them out. But they have no idea where they are - their only guide is a map drawn from the ramblings of a stranger. An immersive, compelling, dystopian read for anyone with a love of nature, the environment and the strong bonds of family and friends. | | | |

| Aisha Bushby *A* | *Pocketful of Stars* | | |
|---|---|---|---|
| Safiya and her mum have never seen eye to eye. Her mum doesn't understand Safiya's love of gaming and Safiya doesn't think they have anything in common. Safiya wonders if her mum wishes she was more like her confident best friend Elle. But then her mum falls into a coma and, when Safiya waits by her bedside, she finds herself in a strange alternative world that looks a bit like one of her games; and there's a rebellious teenage girl, with a secret, who looks suspiciously familiar. A story of hope, compassion and self-respect and the complexities of the relationship between a mother and daughter. | | | |

| Amber Lee Dodd | *We Are Giants* | 9781784294212 | 6.99 |
|---|---|---|---|

Sydney thinks her mum Amy is the best mum in the world - even if she is a bit different. When everyone else kept growing, Amy got to 124cm and then stopped right there. Sydney's dad died when she was only five, but her memories of him, her mum's love and the company of her brave big sister Jade means she never feels alone. But when the family are forced to move house, things get tricky. This novel celebrates differences and deals sensitively with dwarfism and other peoples' intolerances in the context of an ordinary schoolgirl's experiences.

| Jamila Gavin | *Blackberry Blue and other fairy tales* | 9781848531079 | 6.99 |
|---|---|---|---|

Prepare to enter a world of magicians, enchanted forests, talking animals and wicked witches. Here are six magical stories to thrill and enchant. Watch Blackberry Blue rise from the bramble patch; follow Emeka the pathfinder on his mission to save a lost king; join Princess Desire as she gallops across the Milky Way on her jet-black horse. As with all fairy tales, good triumphs over adversity. The themes are universal and readers from diverse backgrounds can identify with the characters and enjoy reading the stories.

| Vashti Hardy | *Brightstorm* | 9781407181707 | 6.99 |
|---|---|---|---|

Twins Maudie and Arthur live in Lontown and are the children of famed explorer Ernest Brightstorm. When Ernest, and his crew, fail to return from an expedition to South Polaris, Maudie and Arthur are determined to discover the truth about what happened. Joining the crew of sky ship Aurora, the twins find themselves embroiled in a race to South Polaris. Themes of gender and disability are addressed with engineering-loving Maudie bucking gender stereotypes and Arthur learning to deal admirably with only having one arm.

| Rosemary Hayes | *Tess (The Travellers series)* | 9781781279670 | 6.99 |
|---|---|---|---|

Tess is pony mad but her mum can't afford riding lessons. When a group of travellers come to live in the village Tess makes friends with some of the families and is able to pursue her dream to become a talented rider. But there's a lot of local hostility towards the travellers and Tess is shunned by her school friends and forbidden by her mum to visit the gypsy site again. Can Tess break down the barriers between them all and fulfil her horseriding dream?

| Cas Lester | *Do You Speak Chocolate?* | 9781471405037 | 5.99 |
|---|---|---|---|

Jaz has found the best way to make friends with new girl Nadima who recently arrived from Syria and can't speak much English is by offering her a chocolate bar. Nadima grins and offers back some Turkish Delight, the ice is broken, and a special friendship begins. Before long the girls are firm friends. The path of true friendship doesn't run smooth however as Jaz unintentionally puts every foot wrong possible. Can she find a way to put things right, and restore the wonderful and unique friendship that she has with Nadima?

| | Aimee Lucido | *In the Key of Code* | 9781406389333 | 6.99 |
|---|---|---|---|---|
| | When music-lover Emmy starts her new school she doesn't feel as though she fits in. But when she attends Code Club, Emmy discovers a passion for programming, the complexities of friendship and the confidence to be herself. A moving and inspiring free-verse story. | | | |

| | Jenny McLachlan | *The Land of Roar* | 9781405293679 | 6.99 |
|---|---|---|---|---|
| | When Arthur and Rose were little, they were heroes in the Land of Roar, an imaginary world that they found by climbing through the folding bed in their Mauritian grandad's attic. Roar was filled with things they loved as well as things that scared them Now the twins are eleven, Roar is just a memory. But when they help Grandad clean out the attic, Arthur is horrified as Grandad is pulled into the folding bed and vanishes. Is he playing a joke? Or is Roar . . . real? This is a story with great world building, realistic characters, both human and fantastical, mortal peril and a pacy plot. | | | |

| | R. J. Palacio | *Wonder* | 9780141378244 | 6.99 |
|---|---|---|---|---|
| | August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting 5th grade at Beecher Prep, he wants nothing more than to be treated as an ordinary kid, but his new classmates can't get past his extraordinary face. While the story begins from Auggie's point of view, it soon switches to include his classmates, his sister, her boyfriend, and others. These perspectives converge in a portrait of one community's struggle with empathy, compassion, and acceptance. | | | |

| | Onjali Q. Rauf | *The Star Outside My Window* | 9781510105157 | 6.99 |
|---|---|---|---|---|
| | Following the disappearance of her mum, 10-year-old Aniyah suddenly finds herself living in foster care. With her life in disarray, she knows just one thing for sure: her mum isn't gone forever. Because people with the brightest hearts never truly leave. They become stars. So when a new star is spotted acting strangely in the sky, Aniyah is sure it's her mum, and she embarks on the adventure of a lifetime to make sure everyone else knows too. It's an adventure that involves breaking into the Royal Observatory of London, a mischievous scurry of squirrels and the biggest star in Hollywood. Told through the innocent voice of a child, this is a story that explores the subtle faces and endless impacts of domestic violence, and celebrates the power of hope and resilience. | | | |

| | Nadine WildPalmer | *The Tunnels Below* | 9781782692232 | 7.99 |
|---|---|---|---|---|
| | On her twelfth birthday, the last thing Cecilia expected was to find herself lost in a labyrinth of tunnels beneath London. Afraid, alone, but determined, she sets to work on her escape, and soon realises that perhaps there is a reason she and the mysterious marble her sister gave her have ended up so far from home.<br><br>An imaginative fantasy adventure, with lots of underlying themes and a contemporary setting. | | | |

| **Emma Shevah** | *What Lexie did* | 9781910655467 | 6.99 |
|---|---|---|---|

Lexie lives in London with her colourful Greek-Cypriot family and she's devoted to her fragile cousin of the same age, Eleni, who has a heart condition. But after the death of their grandmother, Lexie tells a terrible, instinctive, jealous lie about an heirloom necklace, a lie that splits the family apart. It's up to her to bring the family back together... but after such a lie, can she find a way to tell the truth? Set in an authentic Greek-Cypriot cultural background this is also a sympathetic portrayal of the changing nature of friendships and the moral dilemma of telling a white lie.

**Interested in ordering books?**
**Contact the Schools Library Service for further advice**
**E-mail: sls@westsussex.gov.uk or Phone: 01903 704828**

# Appendix 4
## Example diversity walk template

The following template is intended to be used as part of a whole-school approach aimed at establishing and maintaining an inclusive school ethos.

It serves as a practical tool for supporting schools to evidence their compliance with legislation, in particular The Equality Act of 2010. It also aids schools in their efforts in ensuring a safe and aspirational learning environment where all pupils feel a sense of belonging and are provided with opportunities to value their identity, similarities, and differences with others.

The template should be employed to observe both strengths and areas for development. Findings will need to be explored and discussed with a wider audience, including pupils and their families, and suggestions should be noted to inform future actions.

**Once this Learning Walk has been completed:**

- Share the report with stakeholders
- Celebrate the good work that already exists
- Create a task list of actions that could be taken to address gaps
- Assign the completion of these actions to staff or members of the wider school community

**You can use this learning walk, and resulting action list, to contribute to your schools SEF and to inform your equality objectives.**

# Diversity Learning Walk

**Name of School:**

**Names of people undertaking Learning Walk:**

**Date of Learning Walk:**

| | |
|---|---|
| **No evidence** | |
| **Little evidence** | |
| **Good evidence** | |

| 1. Inclusive Policies | Evidence | Comments and suggestions |
|---|---|---|
| 1.1 School policies set out how equality, diversity and inclusion are promoted. | | |
| 1.2 School policies send a clear message that prejudice and discrimination in any form will not be tolerated. There are clear procedures for responding to racist incidents and racist bullying. | | |
| 1.3 Governors, teachers and school staff have received diversity training and are familiar with relevant school policies and procedures. | | |
| 1.4 All staff know how to support a pupil who reports a racist incident or racist bullying. | | |

| | Evidence | Comments and suggestions |
|---|---|---|
| 1.5 Staff and governors are aware of the school's ethnic, linguistic, social and cultural make-up. | | |
| 1.6 Data on attendance, exclusion and attainment by minority ethnic background is monitored regularly by a designated staff member. | | |

| **2. Diverse Curriculum** | **Evidence** | **Comments and suggestions** |
|---|---|---|
| 2.1 Students see themselves represented in curriculum and curriculum materials in ways that affirm their identity. | | |
| 2.2 Students have opportunities to explore their understanding of race, racism, diversity, equity and inclusion, in a safe and supportive environment. | | |
| 2.3 The school develops pupils' understanding of how their own culture has been influenced by interaction with and contributions from other cultures and vice versa. | | |
| 2.4 Minority ethnic histories, including Britain's role in colonisation and migration, is taught as part of the history curriculum. | | |
| 2.5 Students hear stories and learn about the contributions of people of different ethnicities, different religions, women, disabled people, LGBTQ+ people and people with other protected characteristics. | | |

| | Evidence | Comments |
|---|---|---|
| 2.6 Lessons promote interaction with people who are different through cooperative learning activities that encourage dialogue and mixing between groups of students. | | |
| 2.7 There is evidence of the school's participation in relevant celebrations and events such as, Eid, Diwali, LGBT History Month, Black History Month etc. and which are used to enrich curriculum provision to promote equality and challenge stereotypes. | | |

| 3. Inclusive environment | Evidence | Comments |
|---|---|---|
| 3.1 The learning environment prepares children and young people to live in a multi-ethnic, multi-faith, multilingual society where diversity of all types is the norm. | | |
| 3.2 Reading materials provide positive role models for all protected groups, such as Gypsies, Roma & Travellers and transgender children and young people. | | |
| 3.3 Displays reflect the ethnic, cultural, linguistic and religious backgrounds of all groups of pupils and students in content and decoration, challenging racism, bias and stereotypes. | | |
| 3.4 Contemporary as well as traditional minority ethnic cultures are represented in displays around the school. | | |
| 3.5 Role play and imaginative play areas, dolls and small world toys reflect and offer positive images of protected groups, including different African, Caribbean and Asian cultures. | | |

| | Evidence | Comments |
|---|---|---|
| 3.6 Multilingual notices welcome parents, carers and visitors to the school. | | |
| 3.7 Safe space is provided where pupils can pray (this may be a classroom). | | |

| **4. Diverse Community Wellbeing** | **Evidence** | **Comments** |
|---|---|---|
| 4.1 Students and their families feel respected, accepted and safe from prejudice. | | |
| 4.2 Pupils are fully aware of different forms of bullying, including prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively. | | |
| 4.3 Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. | | |
| 4.4 School builds social connections between home and school and facilitates parental engagement with questionnaires, surveys, translations and adjusted communication. | | |
| 4.5 Parents and carers from different backgrounds are invited into school to talk about their profession and to showcase their achievements to help challenge stereotypes. | | |

# Appendix 5
## Useful links for resources and further research

**PLEASE NOTE: The links below are accurate as dated 1st September 2021.**  West Sussex EMTAS periodically check the correct links and relevance of these resources.  For the latest EMTAS resource list, please use **this link**.

| 1. Overarching legislation/ policy | |
|---|---|
| Summary of the **Universal Declaration of Human Rights** (UDHR) | https://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights |
| Summary of the **UN Convention on the Rights of the Child** (UNCRC) | https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf |
| START HERE  **The Equality Act**, 2010 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf |
| **The Public Sector Equality Duty** | https://www.gov.uk/government/publications/public-sector-equality-duty |
| **Equality & Human Rights Commission** | https://www.equalityhumanrights.com/en |
| **Ofsted** Education inspection framework - Equality, Diversity & Inclusion statement, 2019 | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821069/Education_inspection_framework_-_equality_diversity_and_inclusion_statement.pdf |
| **Race Relations Act, 1976** | https://www.legislation.gov.uk/ukpga/1976/74/enacted |
| **Tackling Race and Faith Targeted Bullying (2017)** Government guidance | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759004/Tackling_race_and_faith_targeted_bullying_face_to_face_and_online_-_a_guide.pdf |
| **Agreed Syllabus for Religious Education 2020-25** West Sussex County Council | https://westsussex.moderngov.co.uk/mgConvert2PDF.aspx?ID=19496 |

| 2. Black history / Black history in Britain / Researching black history nationally and locally/ Decolonising the curriculum | |
|---|---|
| **START HERE** **Black History Month / Black History 365** | https://www.blackhistorymonth.org.uk/ |
| **Our Histories** NEU teaching pack, Key stage 1 & 2 | Download from: https://neu.org.uk/media/14081/view |
| **Black History Month** NEU and Serendipity - Teaching pack for KS4. Lesson plans and activities (can be adapted for other ages) plus monthly podcasts and posters | https://neu.org.uk/black-history-month |
| **The Black Curriculum** A social enterprise to address the lack of Black British history in the UK curriculum.  Includes resources. | https://www.theblackcurriculum.com/ |
| **Black Cultural Archives** (BCA) The BCA aims to record, preserve and celebrate the history of people of African descent in Britain | https://blackculturalarchives.org/ |
| **The Runnymede Trust** Challenging race inequality through research, network building, leading debate, and policy engagement | https://www.runnymedetrust.org/ |
| **National Archives** Black British history on record  How to research the topic guide | https://www.nationalarchives.gov.uk/black-history  https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/black-british-social-and-political-history-in-the-20th-century/ |
| **BBC: Black and British** Expanding collection of over 30 TV and radio programmes | https://www.bbc.co.uk/programmes/p0499smp |
| **Black & British: A Forgotten History** Book by David Olusoga | BOOK: Award-winning exploration of the long relationship between the British Isles and the people of Africa.  Different versions available for adults and for younger readers. Accompanying four-part BBC series. |
| **START HERE** **Our migration story** - The making of Britain | https://www.ourmigrationstory.org.uk/ |
| **The Good Immigrant** Book by various writers from minority ethnic backgrounds. Edited by Nikesh Shukla | BOOK: A selection of essays exploring otherness, racial inequality and the immigrant experience in the UK. |

| | |
|---|---|
| **100 Great Black Britons**<br>A celebration of the lives, stories and contribution of Black British people | https://www.100greatblackbritons.co.uk/ |
| **Teaching British Histories of Race, Migration & Empire**<br>Crowdsourced collection of resources for teachers, students & researchers exploring histories of race, migration and empire. | https://www.history.ac.uk/library/collections/teaching-british-histories-race-migration-and-empire |
| **The Historic England Blog**<br>Five black heroes of the abolition movement in Britain | https://heritagecalling.com/2016/11/14/5-black-heroes-of-the-abolition-movement-in-britain/ |
| **The International Slavery Museum**<br>Liverpool | https://www.liverpoolmuseums.org.uk/international-slavery-museum |
| **BBC Bitesize: Decolonising the curriculum** - to share with students | https://www.bbc.co.uk/bitesize/articles/z7g66v4 |
| **British Educational Research Association**: **Decolonising the curriculum**<br>Blogs, resources, networks and events | https://www.bera.ac.uk/search/decolonising+the+curriculum |
| **Historical Association**<br>Suggested searches - 'Decolonising the curriculum', 'Black History', 'Slavery', 'Abolition'<br><br>Resources for each KS | https://www.history.org.uk/site/search_results<br><br><br>https://www.history.org.uk/primary/categories/curriculum |
| **Ted Talk**: **"Decolonising the Curriculum"** - Pran Patel (10m 57s) | https://www.ted.com/talks/pran_patel_decolonise_the_curriculum |
| **Ted Talk: "The Danger of a Single Story"** - Chimamanda Ngozi Adichie (18m 27s) | https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story |
| **Diversifying & Decolonising a Curriculum –** Webinar discussion from Chartered College of Teaching feat. Professor Paul Miller & Naheeda Maharasingam (Primary Headteacher) (1hr 1m) | https://www.youtube.com/watch?v=xOhEyTBe3T8 |
| **South Asian Heritage Month** | https://www.southasianheritage.org.uk/ |
| **Gypsy Roma Traveller History Month**<br><br>West Sussex EMTAS GRTHM resource page<br>Ealing Grid for Learning GRT resource page | https://schools.westsussex.gov.uk/Page/10645<br><br>https://www.egfl.org.uk/elp-services/equality-and-achievement/traveller-achievement/resources |

| 3. Resources to support anti-racism work with staff and students ||
| --- | --- |
| **Podcasts from the West Sussex Youth Cabinet**<br>Racial Equality episodes include: 'Today's Black Youth', 'Representation in Education', 'Islamophobia' & 'Asian Hate' | https://podcasts.google.com/feed/aHR0cHM6Ly9hbmNob3IuZm0vcy80Njc3YmM0NC9wb2RjYXN0L3Jzcw==<br><br>Podcast lengths vary |
| **Refugee Week** | https://refugeeweek.org.uk/refugee-week-at-your-school/ |
| **World Afro Day - The Big Hair Assembly** | https://www.worldafroday.com/the-big-hair-assembly-2021 |
| **Equality, diversity & inclusion calendars** | http://www.shapcalendar.org.uk – An e-calendar of religious festivals, featuring dates, descriptions and photography.<br><br>https://www.dualfrequency.co.uk/ - Colour-coded to the Equality Act 2010 & each date is a clickable button which links to further useful information.<br><br>https://www.naht.org.uk/Our-Priorities/Our-policy-areas/Equalities-and-diversity/Equality-diversity-and-inclusion-calendar – Separated by religious/cultural dates and diversity awareness events |
| **Talking about Racism**<br>A social story, created by Herons Dale Primary School | https://schools.westsussex.gov.uk/Article/76895 |
| **Talking and writing about ethnic minorities and different ethnic groups**<br>Government advice on words and phrases to use and those to avoid | https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity |
| **Beyond BAME - What does the public think?** British Future (an independent thinktank) | https://www.britishfuture.org/beyond-bame-what-does-the-public-think/ |
| **"So the term BAME has had its day. But what should replace it?"** Guardian article | https://www.theguardian.com/commentisfree/2021/apr/08/bame-britain-ethnic-minorities-acronym |
| START HERE **Show Racism the Red Card** | https://www.theredcard.org/ |
| **Anti-Bullying Alliance**<br>'Tackling race and faith targeted bullying face to face and online': A short guide for schools | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759004/Tackling_race_and_faith_targeted_bullying_face_to_face_and_online_-_a_guide.pdf |

| | |
|---|---|
| Links and reading related to Racist and Faith Targeted Bullying | https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/racist-and-faith-targeted-bullying |
| Gypsy, Roma & Traveller Targeted Bullying | https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/racist-and-faith-targeted-bullying/gypsy-roma |
| **Talk it Over**<br>Resource to facilitate evidence-based conversations on online hate and how to tackle it with secondary aged pupils. | https://www.childnet.com/resources/talk-it-over |
| **Runnymede Trust**<br>Race and Racism in English Secondary Schools, 2020 report | https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20Schools%20report%20FINAL.pdf |
| **The Traveller Movement**<br>Good Practice Guide for improving outcomes for Gypsy, Roma & Traveller children in education. | https://acert.org.uk/wp-content/uploads/2019/05/TTM-Good-Practice-Guide-Education_web.pdf |
| **GTC Scotland**<br>Educating for Anti-Racism - Suggestions for refining policy & practice. | http://www.gtcs.org.uk/web/FILES/FormUploads/educating-for-anti-racism1658_220.pdf |
| **Peggy Mcintosh 'White Privilege: Unpacking the invisible rucksack'**<br>Fifty questions accompanied by a powerful commentary | http://codeofgoodpractice.com/wp-content/uploads/2019/05/Mcintosh-White-Privilege-Unpacking-the-Invisible-Knapsack.pdf |
| **Diversity Acrostic Poem Book**<br>An educational book with practical steps for individuals seeking knowledge of diversity and cultural competence. | https://vottraining.co.uk/<br><br>Designed primarily for social workers and foster carers, this resource can be equally effective in supporting teachers or other professionals |
| **The Impact of Cultural Diversity on Special Education Provision**<br>From 'The Journal of International Association of Special Education', 2012 | https://www.researchgate.net/publication/308636537_The_Impact_of_Cultural_Diversity_on_Special_Education_Provision |
| **Decolonising the Curriculum, Equity & Action**<br>'The Teacherist' website - useful articles | https://theteacherist.com/category/decolonise-the-curriculum/<br><br>Includes the resource for working with staff: *'Challenging our racism / Challenging your racism'* |
| **Decolonising the UK Curriculum**<br>Blog about one school's experience of embedding a whole school approach to decolonising the curriculum | https://terraglowach.wordpress.com/ |

| | |
|---|---|
| **Deserving Better**<br>MA Education Consultancy - handbook for young people in high school to start conversations about decolonising the curriculum. Includes reflections and educational resources. | https://issuu.com/maeducationconsultancy/docs/final_decolonising_the_curriculum_3_ |
| **A Curriculum for Anti-Racism**<br>Mr Finch - blogpost, June 2020 | https://mrefinch.wordpress.com/2020/06/03/a-curriculum-for-anti-racism/ |
| **Helping Students Discuss Race Openly**   Julie Landsman, 2016.<br>Article in Educational Leadership**:** A six step approach. | http://www.ascd.org/publications/educational-leadership/nov16/vol74/num03/Helping-Students-Discuss-Race-Openly.aspx |
| START HERE **Framework for anti-racist approach**   National Education Union - discussion starters for staff, key points to think about. | Antiracism charter: https://neu.org.uk/anti-racism-charter<br><br>Framework for developing antiracist approach: https://neu.org.uk/media/11236/view |
| **Racial Equity Tools**<br>Designed to support individuals and groups working to achieve racial equity | https://www.racialequitytools.org/home |
| **'Why diversity matters in our very non-diverse school'**<br>TES article - R Handley Kirk, 2020 | https://www.tes.com/news/why-diversity-matters-our-very-non-diverse-school |
| **'Why primary schools need to be teaching diversity and tolerance as early as possible'**<br>Teachwire article - W A Mirza, 2020 | https://www.teachwire.net/news/cultural-diversity-why-primary-schools-need-to-be-teaching-diversity-and-tolerance-as-early-as-possible |
| **'Missing pages - Increasing racial diversity in the literature we teach'**<br>Teach First Report - September 2020 | Report: https://www.teachfirst.org.uk/reports/missing-pages<br>Booklist: https://www.teachfirst.org.uk/missing-pages-library |
| **'Seeing yourself in what you read: Diversity and children and young people's reading'**<br>National Literacy Trust report - 2020 | https://cdn.literacytrust.org.uk/media/documents/Diversity_and_children_and_young_peoples_reading_in_2020.pdf |
| **West Sussex Schools Library Service booklists. KS1 & KS2:**<br>Diversity and Inclusion, fiction<br>Diversity and Inclusion, non-fiction<br>**West Sussex Library Service:**<br>Black Stories Matter (children / teenagers)<br>Celebrating Diversity<br>Wordless picture books<br>Refugees seeking asylum and moving to a new country | Fiction: https://schools.westsussex.gov.uk/Page/1143<br>Non-fiction: https://schools.westsussex.gov.uk/Page/9936<br><br>West Sussex Library Service booklists: https://www.westsussex.gov.uk/libraries/more-library-services/library-services-for-children-and-young-people/library-booklists-to-support-children/ |

| | |
|---|---|
| **BBC Newsround**<br>White privilege: What is it and how can it be used to help others?<br><br>Several pieces about racism and the George Floyd protests in 2020 | https://www.bbc.co.uk/newsround/52937905<br><br><br>https://www.bbc.co.uk/newsround/52978346 |
| **Anti-defamation League**<br>'How should I talk about race in my mostly white classroom?' - seven practical steps.<br><br><br>Glossary of terms and definitions for educational anti-bias programs and resources - for older students. | https://www.adl.org/education/resources/tools-and-strategies/how-should-i-talk-about-race-in-my-mostly-white-classroom<br><br>https://www.adl.org/education/resources/glossary-terms/education-glossary-terms |
| **The Opportunity Agenda**<br>Ten lessons for talking about race, racism and racial justice | https://www.opportunityagenda.org/sites/default/files/2020-07/2020.07.27%20-%2010%20Lessons%20Talking%20About%20Race%20FINAL.pdf |

| **4. Talking to C&YP about race and racism**<br>**Talking to C&YP with Special Educational Needs (SEN) about race and racism**<br>**Parents talking to their C&YP about race and racism** | |
|---|---|
| **'How to talk about racism in schools'**<br>Tips on supporting teachers to facilitate conversations about race with their pupils.   A Ferner & D Chetty - TES article, 2020 | https://www.tes.com/magazine/article/how-talk-about-racism-schools |
| **Talking about Racism**<br>A social story, created for C&YP with special needs by Herons Dale Primary School | https://schools.westsussex.gov.uk/Article/76895 |
| **Wish We Knew What to Say: Talking with Children About Race**<br>Book by Dr Pragya Agarwal | *BOOK: Written to help parents, carers & educators give children the tools and vocabulary to talk about differences and similarities in an open, non-judgemental, curious way.* |
| **Exploring Race with Children with Special Needs**<br>Short article - Integrated Children's Therapy | https://integratedchildrens.com/exploring-race-with-children-with-special-needs/ |
| **Twelve Tips for Talking with Children About Racism and Social Justice**<br>Save the Children Fund | https://www.savethechildren.org/us/charity-stories/tips-teach-explain-racism-to-children |
| **Ten Books to Introduce Race & Ethnicity to Kids with Autism**<br>Article - Mama Bibliosoph, 2017 | https://www.lineupthebooks.com/10-books-to-introduce-race-ethnicity-to-kids-with-autism/ |

| Links to share with PARENTS: | |
|---|---|
| **'Tell Me What I Need to Know'** The Runnymede Trust – Guide for helping Black and minority ethnic, refugee, asylum-seeking and Traveller parents to support their children in education | http://tmwintk.realhistories.org.uk/ |
| **'Talking to kids about race'** National Geographic article | https://www.nationalgeographic.com/family/in-the-news/talking-about-race/ |
| **'How to talk to kids about racism'** Today's Parent - an age-by-age guide | https://www.todaysparent.com/family/parenting/how-to-talk-to-kids-about-racism-an-age-by-age-guide/ |
| **'Talking to your kids about racism'** Short Unicef article - how to start the conversation and keep it going | https://www.unicef.org/parenting/talking-to-your-kids-about-racism |
| **'Talking to children about racism'** START HERE NSPCC - Support for parents | https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/ |
| **A Parent's Guide to Black Lives Matter / A Guide to Black History Month** | https://yoopies.co.uk/c/press-releases/blacklivesmatter |
| **Why we need to talk about race and SEND** Special Needs Jungle - a site for parents | https://www.specialneedsjungle.com/we-need-talk-about-race-send/ Article with video (51 mins) |
| **Explaining racism** Ambitious about Autism article | https://www.ambitiousaboutautism.org.uk/what-we-do/awareness/inclusion/race-and-racism/explaining-racism |

| 5. Organisations / resources to promote equity and diversity in schools | |
|---|---|
| **British Council** Professional development module - Embedding equality and diversity | https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Embedding%20Equality%20and%20Diversity.pdf |
| **Unicef** Work in the UK  Rights respecting schools | https://www.unicef.org.uk/what-we-do/our-uk-work/  https://www.unicef.org.uk/rights-respecting-schools/ |

| | |
|---|---|
| Every year **OutRight** empowers children and young people to realise their own rights, and speak out in support of the rights of all children<br><br>Child-friendly cities & communities | https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/outright/<br><br>https://www.unicef.org.uk/child-friendly-cities/home/ |
| **Schools of Sanctuary**<br>"A network of primary and secondary schools committed to supporting young people seeking sanctuary in the UK, creating a culture of welcome and raising awareness of the issues faced by refugees and asylum seekers, but who are also committed to creating a culture that is welcoming and inclusive for everyone." | https://schools.cityofsanctuary.org/<br><br>Schools of Sanctuary resource pack:<br>https://schools.cityofsanctuary.org/wp-content/uploads/sites/2/2014/02/schools-of-sanctuary-pack_National_printer-friendly-version.pdf |
| **A Day of Welcome (Norfolk County Council)**<br>"A Day of Welcome is a day of solidarity and learning in schools that aims to build a culture of welcome and understanding for refugees and asylum seekers." | https://www.norfolksos.co.uk/dow-2021 /<br>https://www.norfolksos.co.uk/<br><br>A school / teacher's guide to A Day of Welcome, with ideas and resources:<br>https://static1.squarespace.com/static/5ea7f738a637e14f9861c735/t/609d2711f2e0f329e22aba27/1620911890984/DoW+Glance+2021.pdf |
| **Anti-Racism Award**<br>Leeds Beckett University | https://www.leedsbeckett.ac.uk/research/centre-for-race-education-and-decoloniality/ |
| **Erasmus Primary Inclusion Toolkit**<br>User-friendly, tackles big themes in a manageable way | https://inclusiveschools.net/wp-content/uploads/2020/03/INSCOOL-Inclusion-Week-Activities-Pack-ENG.pdf |
| **Amnesty International Resource Pack**<br>'Learning about human rights in the primary school' - Ten interactive lessons for children aged 5+ | https://www.amnesty.org.uk/resources/learning-about-human-rights-primary-school-resource-pack |
| **Human Rights Commission**<br>Lesson plan ideas - KS3 & KS4 | https://www.equalityhumanrights.com/en/lesson-plan-ideas |
| **Diversity and Equality Checklist** for teachers | https://www.highspeedtraining.co.uk/hub/wp-content/uploads/2017/03/Diversity_And_equality1.pdf |
| **The Conversation**<br>Article on a teacher's role in fostering a sense of belonging | https://theconversation.com/teachers-play-a-key-role-in-helping-students-feel-they-belong-at-school-99641 |
| **Unfolding Identities**<br>Lesson plans from Brighton University | https://blogs.brighton.ac.uk/unfoldingidentities/resources/ |

| | |
|---|---|
| **The Art of Possibilities**<br>Series of videos to promote thinking & discussion on the key themes in Kathryn Riley's 2017 book, "Place, Belonging & School Leadership" | http://theartofpossibilities.org.uk/videos.html |
| ⭐ START HERE **Tree of Life**<br>Activity to do with individual students or as a small group / class, to explore an individual's strengths and resilience factors, heritage and culture, and to support them to develop their own narrative about their identity. | Background & instructions available in various places online, for example:<br>https://www.youtube.com/watch?v=rkPcXu_4sds (30 min webinar by Anees Hakim (Family Therapist)<br><br>West Sussex Educational Psychology Service can also be contacted for further information: EPS@westsussex.gov.uk |
| **Positive Psychology**<br>These practices can be supportive of a sense of school belonging (for example, see Diebel et al., 2016). This can include the promotion of gratitude (and sharing gratitude), acts of kindness and self-compassion. | Background & instructions available online, for example:<br>https://www.actionforhappiness.org/<br>https://www.pursuit-of-happiness.org/science-of-happiness/<br>https://positivepsychology.com/<br>West Sussex Educational Psychology Service can also be contacted for further information: EPS@westsussex.gov.uk |
| **Belonging: A Cross-curriculum Learning Experience for Key Stage 3, 2009**<br>Explores intercultural dialogue, focusing on migration, identity & making new communities. | https://www.runnymedetrust.org/uploads/publications/pdfs/BelongingTeachresGuide-2009.pdf<br>Resources: 43 short films (from UK and elsewhere) with accompanying lesson plans. |
| **The Jigsaw Classroom**<br>A cooperative learning technique that reduces racial conflict, promotes better learning, improves student motivation and enjoyment of learning. | https://www.jigsaw.org/ |
| **What is the jigsaw classroom technique?**<br>SecEd, for Secondary | https://www.sec-ed.co.uk/best-practice/what-is-the-jigsaw-classroom-technique/ |
| **Reading Rockets** - Jigsaw Reading | https://www.readingrockets.org/strategies/jigsaw |
| **Bell Foundation, Great Ideas Page**<br>Jigsaw activities explained - with links to curriculum materials. | https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/jigsaw-activities/ |

# Appendix 6
## Terminology - words used to describe individuals and groups

Below is a list of terms often used to describe people that we have added some explanation to.  There is not a consensus on which terminology is ok to use to describe people but within this document we have tried to identify generally agreed short explanations of terms to enable readers to both identify the impact of terms and to begin to recognise what may be considered offensive or what may be viewed as appropriate.

This document will be regularly updated and replaced because the impacts of terminology is constantly being reviewed and better understood to ensure that we do not unwittingly offend others. It is always worth asking people (in a sensitive manner) how they would prefer to be described.

**African-Caribbean**
Generally used to describe someone with Caribbean heritage and African roots and is often preferred to Afro-Caribbean or West Indian (which is an old term with origins in colonialisation).

**Asian**
It is a broad term used to describe the geographical heritage of someone. Many people self-define as Asian, or Asian British/British Asian if British is their nationality. In Britain it often refers to people of South Asian origin (for example referring to Pakistan, India and Bangladesh) and so 'South Asian heritage' is a term increasingly used, though many people prefer to describe their heritage in more specific terms, for example – Bangladeshi heritage, Sri Lankan heritage. It is important that we do not mistake ethnicity or heritage for nationality as many people will have British nationality.

It should be remembered that the term refers to a diverse range of cultures, ethnicities and heritages and so should be used with caution. As with all terms used to describe ethnicity it is important to gain an understanding of how the individual describes themselves.

**Black**
It was first used positively in the 1960's when the rise of urban Black consciousness in the USA, Britain and Africa popularised slogans like 'Black is beautiful' and 'I'm Black and proud'. It is used to refer to people of African/African-Caribbean descent, and often includes people where both parents are not Black. Like the use of 'White' it is not necessarily a description of skin tone but also ethnicity and heritage. There has often been a perception that the use of Black is negative to describe either people or objects. There is a difference between describing black coffee and Black people and its pejorative use in describing a black day. (stella Dadzie – Toolkit for tackling racism in schools)

**Black, Asian, and Minority Ethnic**
It is important to remember that this is an aggregate term should not be used to describe a single ethnicity, it refers to a number of diverse ethnic groups that are not White British. It should not be used to describe identity and people will generally not describe themselves in this way, often preferring to describe themselves in more specific terms. There have been concerns with the use of bame as a word made up of the acronym B.A.M.E and many prefer the full description so as to not lose the reality that the term refers to a diverse range of ethnicities. It is generally a description only useful in some initial aspects of data collection.

**Ch\*nky**
There are several theories about the etymology of the word. Some identify it to be a caricature of the common Chinese courtesy 'ching ching' or may have been based on China, or possibly an alteration of Qing (Qing dynasty). Possibly in use as a slur since the early 1900s it is a word that, regardless of how and when it is used, is considered extremely offensive and racist. Although the word originally referred to people with Chinese heritage, the meaning is often expanded to include other people of East Asian descent.

**Coloured**
It was the 'polite' term used in the 40s, 50s and 60s to describe people who weren't White, even at times by Black people themselves. It is often viewed as offensive and ambiguous and prompts the question 'how many colours is a Black person?'
*Stella Dadzie – Toolkit for tackling racism in schools 2001*

It is a term that implies White is normal and the standard and though we all have skin colour and so could be described as coloured it is only used to describe people who are not White. In different parts of the world it has differing meanings and impacts i.e South Africa where it often refers to people with multiple heritage. In Britain and the USA, it is more likely to cause offence than be viewed as polite.

**Ethnicity**
Everyone has an ethnicity and it refers to a person's distinct sense of cultural and historical identity. It can include someone's nationality and often replaces race as a way of describing people. It is important we do not confuse ethnicity with nationality as many people in Britain will have British nationality but heritage from other parts of the world, i.e they may have Indian heritage and British nationality.

Ethnicity is a multi-faceted quality that refers to the group to which people belong, and/or are perceived to belong, because of certain shared characteristics, including geographical and ancestral origins, but particularly cultural traditions and languages. The characteristics that define ethnicity are not fixed or easily measured, so ethnicity is imprecise and fluid. We all have an ethnicity and so describing clothing, food, or art as 'ethnic' is meaningless and problematic. Using ethnic to describe only items or practices relating to minority ethnic populations ignores the reality that the majority ethnic population has an ethnicity too, it normalises

**Ethnic Minority/Minority Ethnic**
An umbrella term used to describe a range of diverse ethnicities that are not in the ethnic majority group in Britain i.e. White British and so minoritized within Britain. Like Black, Asian and Minority Ethnic it is a term that most people do not use to describe their identity but is instead a term used to describe a diverse number of ethnicities.

**Half-Caste**
Like coloured, is now generally avoided. It ignores the person's ethnic and national identity and implies that they are inadequate or incomplete. Caste comes from the Latin *castus*, meaning pure, and the derivative Portuguese and Spanish *casta*, meaning race.

**Gypsy, Roma, and Traveller**
It is important to recognise that this is an umbrella term that describes a diverse range of different ethnicities. Within this aggregate term are individual ethnic groups that have differing cultural norms and experiences of discrimination.

*'There are other groups of Travellers who may travel through Britain, such as Scottish Travellers, Welsh Travellers and English Travellers, many of whom can trace a nomadic heritage back for many generations and who may have married into or outside of more traditional Irish Traveller and Romany Gypsy families. There were already indigenous nomadic people in Britain when the Romany Gypsies first arrived hundreds of years ago and the different cultures/ethnicities have to some extent merged.' 'Travellers and Roma each have very different customs, religion, language and heritage. For instance, Gypsies are said to have originated in India and the Romani language (also spoken by Roma) is considered to consist of at least seven varieties, each a language in their own right.'*

*The Traveller Movement*

## Mixed Race

Often used to describe people whose parents have different ethnicities or skin colours. It is widely used and often accepted but has been challenged since race is a social construct wrongly used to categorise people, and that there is only one human race. Some people prefer descriptions like Mixed/Multiple Heritage, or dual heritage Though many people may self-define or be racialised as Black.

## Non-White

This word is usually considered offensive because it suggests that the white section of the population of the world is more important than any other. It describes people by what they are not rather anything about who they are.

## The N word – Ni**er

'Leading etymologists believe that "nigger" was derived from an English word "neger" that was itself derived from "Negro", the Spanish word for black. Precisely when the term became a slur is unknown. We do know, however, that by early in the 19th century "nigger" had already become a familiar insult. In 1837, in *The Condition of the Colored People of the United States; and the Prejudice Exercised Towards Them,* Hosea Easton observed that "nigger" "is an opprobrious term, employed to impose contempt upon [blacks] as an inferior race…The term itself would be perfectly harmless were it used only to distinguish one class from another; but it is not used with that intent…it flows from the fountain of purpose to injure."

The term has been put to other uses. Some black people, for instance, use "ni**er" among themselves as a term of endearment. But that is typically done with a sense of irony that is predicated upon an understanding of the term's racist origins and a close relationship with the person to whom the term is uttered. As Clarence Major observed in his Dictionary of Afro-American Slang (1970), "used by black people among themselves, [ni**er] is a racial term with undertones of warmth and goodwill – reflecting…a tragicomic sensibility that is aware of black history." Many black people object, however, to using the term even in that context for fear that such usage will be misunderstood and imitated by persons insufficiently attuned to the volatility of this singularly complex and dangerous word.'

*Randall Kennedy, Professor of Law, Harvard University*

'As a Black American male, the word *ni**er* conjures up within me hate, hostility, violence, oppression, and a very shameful and unfortunate part of American History.  The word symbolizes the everlasting chains of a people plagued with hate and bondage simply because of skin colour. For many black people, including myself, *ni**er* is the most pejorative word in the English language… The word *ni**er* suggests that black people are second class citizens, ignorant and less than human.'

*Kevin Cato* Ni**er*: Language, History, and Modern Day Discourse*

**Oriental**

From the Latin meaning 'east' and though it has been used to refer to different parts of Asia more recently, in Britain, it is generally used to describe east Asia. It is generally considered outdated and some people find it offensive. In 2016 the term was removed from federal laws in the USA and replaced with 'Asian American' due to it being considered offensive and antiquated. Some people prefer the terms 'east Asian heritage' or 'south-east Asian heritage' though referring to someone's specific heritage is generally going to be preferred.

**Pa*i**

Pa*i is a racist term that is incredibly offensive regardless of how it used and who it is used against. Though some have argued that it is, a way to abbreviate Pakistan, it has been used to demean and abuse for many years and continues to be used in a racist and very offensive way. It is derogatory racist slur which has colonial legacy and history. There were even 'pa*i bashing' days in Britain throughout the 1960's through the 1980's that evidences the historic and continued use of that word. Further evidence of how offensive the word is, is in how it is not only used about people with Pakistan heritage but also to abuse people whose heritage is from other nations within south Asia.

**People of Colour**

A term with origins in the USA which is increasingly used in Britain. It is another umbrella term used to describe a number of different ethnicities and skin colours who are not White. Not everyone feels comfortable using it because it can feel too close to the term coloured, but it can also be seen as an empowering and inclusive term. It is important to remember that it is a term used to describe a broad diverse range of identities and so many people with prefer to describe themselves using more specific terms.

**P*key**

This is a racist term regardless of how or who it is used. Often used in a derogatory way to describe Gypsies, Roma, and Traveller people that is abusive and dehumanising. It was originally used in the 1800's referring to a "turnpike traveller" or vagabond.  It has become a term of abuse and can even be recognised as a racist offence, given its association with Irish travellers and Roma Gypsies. Some people use it to describe actions or people who do identify as Gypsy, Roma or Traveller but still often with negative, stereotypical and racist connotations, and so regardless of the context it is a term that will cause offence.

**Race**

Race is identified as a social construct, meaning that it is not a fixed biological reality and often refers to skin colour and facial features. There are still the impacts and legacy of constructed 'racial hierarchies' wherein White northern Europeans placed themselves at the top of this hierarchy. This had led to continued impacts that disadvantage some and benefit others both economically and socially.

> *'fluid and erroneous system of classifying human beings that was invented by Europeans and has consistently functioned over time to concentrate power with white people and legitimize dominance over people of colour. Race was invented for the purpose of economic and political gain in the context of colonisation and slavery and it continues to serve the purpose of legitimising white supremacy.'*
>
> *The Anti-Racist Educator*

Adi, H. (2018) Pan-Africanism: A History. London, Bloomsbury

Adi, H. (2014) The History Of: African and Caribbean Communities in Britain. London, Wayland
Ajegbo, Kiran and Sharma (2007) Diversity and Citizenship Curriculum Review, DfES

Asare, Y. (2009) 'Them and Us' race equality interventions in predominantly white schools.
Runnymede Trust, perspective paper

Baldock, P. (2010) Understanding Cultural Diversity in the Early Years. London, SAGE
Publications Ltd.

Bhopal, K. (2018) White Privilege: The Myth of a Post-Racial Society. Bristol, Policy Press.

Bryan, B. at al (1985) The Heart of the Race: Black Women's Lives in Britain. London, Verso.

Byrne, B. et al (2020) Ethnicity, Race and Inequality in the UK: State of the Nation. Bristol,
Policy Press.

Cheeks, M. (2021) Isn't Black Representation What We Wanted? The Paris Review, 2021.
https://www.theparisreview.org/blog/2021/02/10/isnt-black-representation-what-we-wanted/

Coard, B. (1971) How the West Indian Child is made Educationally Sub-Normal in the British
School System, New Beacon Books

Cline, T. et al, (2002) Minority Ethnic Pupils in Mainly White Schools, Centre for Literacy in
Primary Education (2020) Reflecting Realities: Survey of Ethnic Representation within UK
Children's Literature 2019
https://clpe.org.uk/system/files/CLPE%20Reflecting%20Realities%202020.pdf

Elton-Chalcraft, S. et al. (2017) To promote, or not promote fundamental British values?
Teachers standards, diversity and teacher education. In British Educational Research Journal
43 (1): 29-48

Elton-Chalcraft, S. (2009) 'It's Not Just About Black and White Miss': Children's awareness of
race. Stoke-on-Trent, Trentham Books

Gaine, C. (1995) Still No Problem Here. Stoke-on-Trent, Trentham Books.

Habib, S. (2019) "Fundamental British Values": The Teaching of Nation, Identity, and Belonging
in the United Kingdom. In The Palgrave Handbook of Citizenship and Education. New York,
Springer International Publishing

Harman,V. (2010) Experiences of Racism and the Changing Nature of White Privilege
amongst Lone White Mothers of Mixed-Parentage Children in the UK. Ethnic and Racial
Studies 33 (2): 176-194

Hick, P., Arshad, R., Mitchell, L., Watt, D., Roberts, L., Knowles, G. & Lander, V. (2011). Diversity, equality and achievement in education London: SAGE Publications Ltd doi: 10.4135/9781446288689

Horne, S. (2019) Gypsies & Travellers: A Teacher's Guide. Independently published.

Jewell, T. & Durand, A. (2020) This Book is Anti-Racist. London, Quarto Publishing.

Lindon, J (2006) Equality in Early childhood. London, Hodder and Stoughton Limited.

Lindon, J (2012) Equality and Inclusion in Early Childhood, 2nd Edition: Linking Theory and Practice. London, Hodder and Stoughton Limited.

Macpherson, W. (1999) The Stephen Lawrence Enquiry Report: Report of an Inquiry

Macpherson of Cluny, London, The Stationery Office, Cm 4262-1.

Maxime, J. (1986) Some psychological models of Black self concept, in Ahmed, S. et al (1986) Social Work with Black children and their families, Free Association Books.

Miller, P. et al (2019) Race, Education and Educational Leadership in England: An Integrated Analysis. London, Bloomsbury Academic.

Moncrieffe, M. and Moncrieffe, A. (2019) 'An examination of imagery used to represent fundamental British values and British identity on primary school display boards'. In London Review of Education 17 (1): 52–69

Mohamud, A. & Whitburn, R. (2015) Doing Justice to History: An Enquiry-Based Approach to Teaching History in Secondary Schools. Stoke-On-Trent, Trentham Books

Pearce, S. (2013) Dealing with racist incidents: What do beginning teachers learn from schools? Race, Ethnicity and Education, 17 (3) pp. 388-406 https://www.researchgate.net/publication/262581677_Dealing_with_racist_incidents_what_ do_beginning_teachers_learn_from_schools

Manchester Metropolitan University, Institute of Education (2011) Promoting cohesion, challenging expectations: Educating the teachers of tomorrow for race equality and diversity in 21st century schools

Race, R. (2017) Advancing multicultural dialogues in education. Basingstoke: Palgrave Macmillan

Runnymede Trust (2020), Race and Racism in English Secondary Schools. London, Runnymede Trust. https://www.runnymedetrust.org/uploads/publications/pdfs/Runnymede%20Secondary%20 Schools%20report%20FINAL.pdf

Vincent, C. (2019) Cohesion, citizenship and coherence: schools' responses to the British values policy, British Journal of Sociology of Education, Volume 40, 2019 - Issue 1

Winkler, E. (2009) Children Are Not Colorblind: How Young Children Learn Race, PACE Vol. 3, 2019 - No. 3 https://inclusions.org/wp-content/uploads/2017/11/Children-are-Not-Colorblind.pdf